SIAST
SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

SIAST Education Equity Program

ANNUAL MONITORING REPORT

July 1, 2000 - June 30, 2001

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SIAST Education Equity Program

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Submitted to
Saskatchewan Human Rights Commission
October 2001

Monitoring Report 01-10

Saskatchewan Institute of Applied Science and Technology

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EXECUTIVE SUMMARY

- The SIAST Education Equity Program celebrated its tenth anniversary of offering increased access to basic education and post-secondary educational opportunities for students in the four targeted groups. The SIAST-wide celebration included a luncheon and the release of a video titled "Making A Difference", featuring testimonials of five graduates who had positive experiences with the Equity Program while a SIAST student. Kelsey Campus funded a mural depicting Aboriginal culture. Palliser Campus hosted a luncheon featuring cultural entertainment. The Woodland Campus activity was educational in nature. The on-campus celebration for both Kelsey Campus and Wascana Campus will be hosted in the fall of 2001.

- The established goals for students of Aboriginal ancestry in all SIAST programs, including Apprenticeships and Basic Education, were met at Kelsey, Wascana and Woodland Campuses.

- The enrollment rate of students with disabilities in Certificate and Diploma programs has increased significantly at Palliser and Woodland campuses. Palliser Campus enrollment increased to 4 percent from 2.9 percent one year earlier, and in the same time frame, Woodland Campus enrollment increased to 5.7 percent from 3.9 percent.

  The enrollment rate of students with disabilities increased at each campus for both total enrollment and for certificate and diploma programs. Wascana and Woodland Campuses both exceeded the goal.

- The application rate for students of visible minorities to the Certificate and Diploma programs increased at every campus. Wascana Campus has met the long-term goal for total programs, with 5.7 percent of enrolled students representing visible minorities, a first for SIAST.

- The proportion of applications from women increased at Kelsey, Wascana and Woodland Campuses for certificate and diploma programs, and the female applicants for SIAST overall increased from 50.1 to 55.6 percent. The total enrollment figures for women students indicate that the participation goals were met at Kelsey, Wascana and Woodland Campuses.

- Women enrolled in three predominantly male programs, Architecture, Emergency Medical Technician (EMT) and Corrections Worker have successfully maintained or exceeded the target goal for enrollment for five successive years.

- One of the primary goals of Student Recruitment for 2000-01 was to "establish working relationships with Aboriginal groups who have a stake in the education and training of their students/clients". To achieve this, an alliance was forged with SIAST's Education Equity personnel and Aboriginal counsellors. Through combined resources and co-operative efforts, SIAST was successful on several major fronts.

- Kelsey Campus offered three beginner and three intermediate level conversational Cree classes, open to all students.

- Palliser Campus had seventy-two young women from grades 7 & 8 participate in a GETT camp.

- Wascana Campus offered four different orientation activities for women interested in exploring trade and technology professions. Women in Trades Exploratory Programs are six week, interactive classes in shop skills and related career information. Career information workshops were held to assist women in assessing their suitability for training in industrial or technical occupations. Three one-week GETT camps were offered, and an alumni reunion was held to mark the tenth anniversary of GETT camps. The campus partnered with Skills Canada and SaskWITT to coordinate a young woman's conference, exploring industrial and technical careers.

- Wascana Campus Education Equity committee and the Campus Director's office partnered to develop a space for use by students with physical disabilities requiring attendant services.

- Woodland Campus hosted their annual one-day Aboriginal Cultural Awareness Event, which included workshops and cultural activities.

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1.0 INTRODUCTION

1.1 OBJECTIVES

The objective of this report is to maintain continued approval of the SIAST Education Equity Program by providing the Annual Monitoring Report to the Saskatchewan Human Rights Commission.

The SIAST Education Equity Annual Monitoring Report provides information on actions taken during the year to implement the equity program, progress made, difficulties encountered and any changes to the program under consideration. In this annual report are statistics for students of Aboriginal ancestry, students with disabilities, students of visible minority and women in predominately male programs. These statistics describe information for rates of application, enrollment, and graduates for SIAST and the four campuses.

1.2 HISTORY OF THE SIAST EDUCATION EQUITY PROGRAM

The sponsor for the Education Equity Program is the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST operates from five main locations: Kelsey Campus, Saskatoon; Palliser Campus, Moose Jaw; Wascana Campus, Regina; Woodland Campus, Prince Albert; and, Administrative Office, Saskatoon. SIAST provides training at many other locations in Saskatchewan. The Education Equity Program applies to students in all program areas: Certificate and Diploma; Basic Education; Extension and Apprenticeship programs.

In 1987, prior to the formation of SIAST, the four institutes set up a Native Services Division (NSD) in partnership with Gabriel Dumont Institute (GDI). The NSD at Wascana requested approval from the Saskatchewan Human Rights Commission (SHRC) to set aside a percentage of seats in both the Certificate and Diploma programs for Aboriginal students. This initiative was intended to increase access opportunities for Aboriginal students. This plan was approved with the condition that a plan be developed to include women and people with disabilities by 1989.

In 1988, SIAST was established by the amalgamation of several post-secondary institutes and regional colleges. Now a division of SIAST, Native Services developed an affirmative action program for Aboriginal students in the three other campuses. Again, approval was given on the condition that the program be expanded to include students with disabilities and women. The program was approved for Certificate and Diploma programs by the Saskatchewan Human Rights Commission and began in 1990.

From 1990 until 1993 infrastructure and support services for students were developed. In 1992, the Human Rights Commission included visible minority persons as a designated group in Saskatchewan. In 1993-94 a research project examined the needs of students of visible minorities within SIAST. Students of visible minorities self-identified on SIAST application forms for the first time in 1994-95.

The Native Services Division (NSD) was established through an arrangement with SIAST, Gabriel Dumont Institute and Saskatchewan Education. Until May 1993, the NSD provided counselling and support services for Aboriginal students, promoted Aboriginal culture and identity, and raised community awareness of Aboriginal issues. The NSD closed that year, and the staff counsellors were integrated within SIAST.

In 1993-94 work began on a strategy to investigate and incorporate Basic Education (BE), Apprenticeship and Extension programs into the Education Equity Program. A research project, to identify issues and make recommendations on the integration of BE and Education Equity, was completed. Also that year, a joint SIAST Education Equity Committee (SEEC) and Provincial Apprenticeship Board workshop assisted the Board in its development of a strategy to increase designated group participation in Apprenticeship. A workshop with SIAST Extension staff assisted in the identification of issues and solutions to effectively integrate Extension Program students and Education Equity. The establishment of linkages with SIAST's external partners continues.

1.3 STRUCTURE OF THE REPORT

The Annual Monitoring Report presents the history, policy and structure of the SIAST Education Equity Program. The report consists of information, participation rates, statistics and analysis of students of Aboriginal ancestry, students with disabilities, students of visible minority and women in predominately male programs. This information is described using text and tables which portray application, enrollment, and graduate rates for all programs at SIAST as well as the programs in partnership with Saskatchewan Indian Institute of Technology (SIIT) and Dumont Technical Institute (DTI).

The campuses and the SIAST-wide Education Equity committees initiatives and projects are also listed in this report. These support special measures for designated group students in the areas of recruitment, admission, retention, follow-up and staff development activities.

2.0 SIAST EDUCATION EQUITY POLICY

2.1 SIAST EDUCATION EQUITY POLICY

The SIAST Education Equity Policy, endorsed in 1994, ensures coordination and consistency among the campuses. The intent of the policy is to assure access to adult basic education and post-secondary education such that the proportions of education equity students to the total student body are the same as the working age population of Saskatchewan; and that their rate of success is the same as for the student body as a whole. This policy is currently under review.

2.2 SIAST EDUCATION EQUITY POLICY STATEMENT

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

(SIAST Policy and Procedures Manual, SIAST Policy #502)

3.0 STRUCTURE OF THE SIAST EDUCATION EQUITY PROGRAM

3.1 STRUCTURE AND FUNCTION

The SIAST Board of Directors determines policy and direction for the Education Equity Program. In 1998, the President assigned the Dean of Students responsibility for the administration of the Education Equity Program policy and procedures.

The SIAST Education Equity Committee makes recommendations to the Dean of Students, who in turn recommends actions and policies to the Senior Management Council and the Board. The SIAST Education Equity Committee is chaired by the SIAST Education Equity Advisor. Representatives from the Campus Education Equity Committees sit on the SIAST-wide Committee. (See the following Figures 1 and 2.)

Figure 1
SIAST Education Equity Program - Administrative Structure:

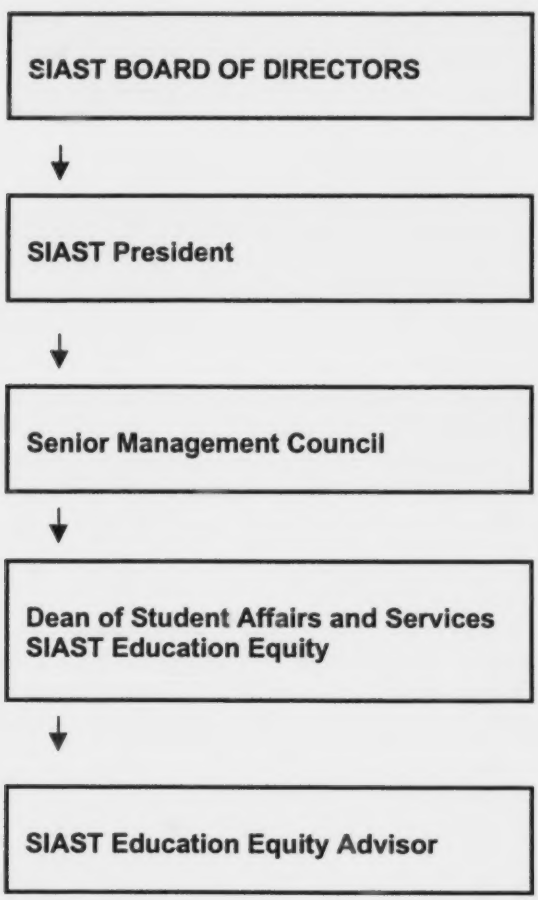
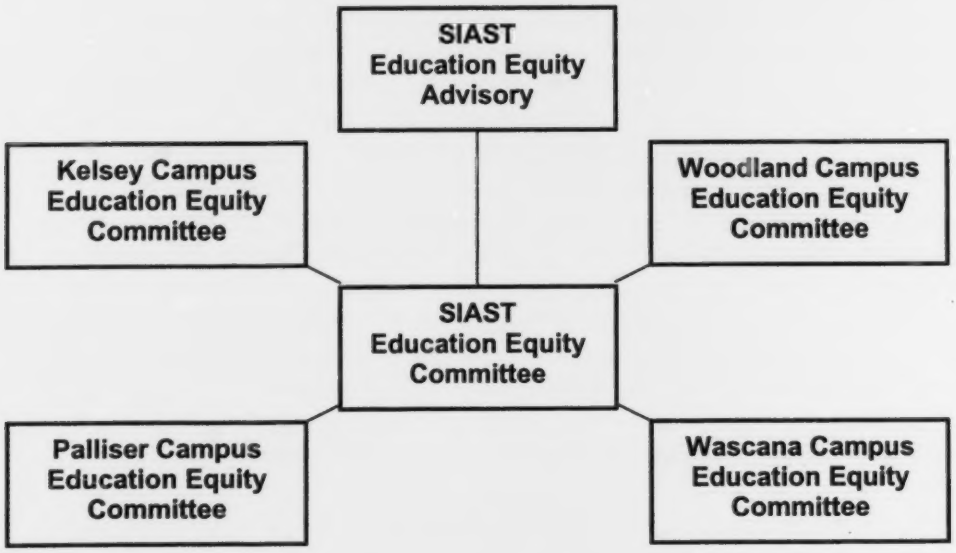


Figure 2
SIAST Education Equity Program - Committee Relationships:


SIAST Education Equity Advisory
Kelsey Campus Education Equity Committee
Woodland Campus Education Equity Committee
SIAST Education Equity Committee
Palliser Campus Education Equity Committee
Wascana Campus Education Equity Committee

In 1997, the SIAST Board announced a structural change that was linked to the goals and objectives of the Saskatchewan Training Strategy. These changes are now in place.

- Senior Management Council (SMC) has replaced the SIAST Management Team (SMT).
- Campus Directors have replaced Principals.
- Program Division Deans have been appointed on an institute wide basis.
- Program clustering has occurred and Campus Program Heads are now in place.
- Creation of the SIAST "virtual" campus is ongoing.

SIAST remains committed to working towards equity for all students.

3.2 SIAST EDUCATION EQUITY COMMITTEE (SEEC)

The SIAST Education Equity Committee coordinates activities of the SIAST Education Equity Program with input from the four campus committees, reports on activities and issues to the Dean of Student Affairs & Services, approves proposals and monitors projects funded by the SIAST portion of the Education Equity Special Fund. The SIAST Education Equity Committee meets regularly throughout the year.

The SIAST Education Equity Committee is composed of the Dean of Student Affairs & Services; the SIAST Education Equity Advisor; two representatives from each campus Education Equity Committee, one of whom is the Equity Coordinator/Counsellor; representatives of internal stakeholder groups such as registrars; counsellors for Aboriginal students and representatives of academic partners. The Committee is chaired by the SIAST Education Equity Advisor.

3.2.1 Advisor, SIAST Education Equity Program

The advisor coordinates the activities of the Education Equity Program by consulting with program stakeholders, monitoring the completion of SIAST-wide projects, administering the program on behalf of SIAST and chairing the SIAST Education Equity Committee. The advisor represents the program in the provincial community, particularly with the Saskatchewan Human Rights Commission.

3.3 CAMPUS EDUCATION EQUITY COMMITTEES (CEEC)

Campus Education Equity Committees develop action plans, provide staff development activities, strike task teams and subcommittees to resolve local issues, develop proposals for projects for their allocation of the Education Equity Special Fund, monitor those projects, and identify issues to management and SEEC in consultation with equity program staff. Each campus committee sets goals, objectives and action plans for the year. These may vary from one campus to the other. Committees continue to develop and expand services for designated group students.

The membership and chair of the Campus Education Equity Committee is at the discretion of each campus. In establishing membership, each campus is asked to consider factors such as current education equity priorities, SEEC representation, designated student group representation, local stakeholder groups, and special knowledge and skills possessed by particular campus staff members.

3.3.1 Education Equity Coordinator/Counsellor

The Education Equity Coordinator/Counsellor continues to play a pivotal role in the recruitment, support and retention of designated group students. They are resource people for applicants, students, faculty, staff, management and external stakeholders. The specific duties of each coordinator/counsellor vary from campus to campus, dependent on the needs of that campus.

3.3.2 Counsellors for Students of Aboriginal Ancestry

These counsellors are the key link in service delivery for students of Aboriginal ancestry. They make contact with applicants and agencies which refer students, provide student counselling, offer cultural and other activities through the Aboriginal Student Activity Centres and are resource people for faculty, staff and management.

3.3.3 Aboriginal Student Activity Centres

Aboriginal Student Activity Centres are a focal point for such services as counselling, tutorial support, information on employment opportunities and scholarships, study space and the use of technical devices such as computers. The Centres are a place for student interaction and fellowship, for liaison with stakeholders and for traditional feasts.

3.3.4 Learning Specialists

Each campus provides learning assistance for students with disabilities through either a part or full-time learning specialist. The learning specialists provide individual student assistance and act as a resource to faculty and staff. Psycho-educational assessments are conducted and individual learning plans are developed. On-going training and support is provided to faculty. Students are coached in self-advocacy.

Three of the four campuses (Kelsey, Wascana and Woodland) have Learning Assistance Centres. The Learning Centres are operated on a drop in or appointment basis. The centres provide extensive services to Education Equity students including multiple types of accommodations and the use of adaptive technology.

3.3.5 Women's Facilitator

One campus (Wascana) has employed a part-time women's facilitator. In 2001, this part-time position changes to a SIAST-wide focus. The women's facilitator develops student support groups, provides on-going faculty support and training, recruits potential students, offers Girls Exploring Trades and Technology camps, instructs pre-trades for women courses and acts as a liaison between faculty and female students in predominantly male programs.

4.0 DESIGNATED STUDENT GROUPS

The 2000-01 long-term goals for participation in SIAST programs are described below. Tables which show the participation of designated group students as applicants, enrolled, and graduates are discussed. Since self-identification is voluntary the statistics are assumed to be incomplete.

The tables are designed to show the application, enrollment, and graduation rates of one designated student group per table. Detailed information, by campus, is included in the Appendices.

The participation rate tables (Tables A1 - D5) of designated student groups for Certificate and Diploma, Extension, Apprenticeship and Basic Education are all in one table. There is one table for each designated student group.

4.1 DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program establishes goals and implements measures to assure that proportion and rate of success of equity students to the total student body is the same as the Saskatchewan working age population. Designated student groups at the present time include:

- students of Aboriginal ancestry.
- students with disabilities.
- students of visible minorities.
- women students in predominantly male programs.

4.2 PARTICIPATION OF DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program's long-term goal is to achieve a representative student body. In order to achieve this goal a percentage of seats are allocated for some designated student groups.

The annual, and long-term goals, for student participation reflects Saskatchewan demographics and regional variations in the distribution of designated group populations.

4.2.1 Participation Goals

The 2000-01 SIAST participation goals listed below are based on the Saskatchewan work force. The long term goals for participation are based on the percentage of designated group persons in the working age population as of June 1996.

- persons of Aboriginal ancestry: 12.2% for Regina, Saskatoon and Moose Jaw, and 25% for Prince Albert
- persons with disabilities: 9.7%
- persons of visible minority: 5.1% for Regina, 4.7% for Saskatoon and 2.6% for Moose Jaw and Prince Albert
- women in the workforce: 45%*

DESIGNATED GROUP STUDENT PARTICIPATION GOALS			
Designated Group Students	**2000-01 Goals**	**Long-Term Goals**	**% of Working Age Population ***
Students of Aboriginal Ancestry			
• Kelsey, Palliser and Wascana	12.2%	12.2%	12.2%
• Woodland	25.0%		
Students with Disabilities	5.0%	9.7%	9.7%
Female Students			
• Predominantly Male Programs	30%	50%	45%**
Students of Visible Minorities			
• Kelsey	n/a	4.7%	4.7%
• Palliser	n/a	2.6%	2.6%
• Wascana	n/a	5.1%	5.1%
• Woodland	n/a	2.6%	2.6%

* Provided by the Saskatchewan Human Rights Commission

** Demographics indicate that women will comprise 50% of the future population.

Seats are not allocated for students of visible minorities as enrollment has not been identified as a barrier for this designated group.

The participation goals for designated seats will continue to be reviewed over the next year.

5.0 PARTICIPATION STATISTICS

The organization analysis that follows covers the period of July 1, 2000 - June 30, 2001. The information is extracted from the student record system and from SIAST applications, which includes a self-identification section. As self-identification is voluntary, not all designated group students choose to identify, therefore, participation may actually be higher than described.

Participation rates reflected by applications, enrollment, and graduation statistics, SIAST-wide, are presented in the Participation Statistics for each of the minority groups. As discussed in Section 4.0, specific target goals have been established for each campus in order to achieve a representative student body at SIAST. These goals are not identical in each location.

The Board of Directors, in April 1999, approved that, with the exception of the Nursing Education Program of Saskatchewan (NEPS), SIAST will admit students to programs on a first-qualified, first-admitted basis. Therefore, applications are received throughout the year to enter into the first year of a program. Students are usually not required to apply for Year Two and/or Three of diploma programs.

Application statistics from Apprenticeship and Basic Education (BE) are not provided in this report. Apprenticeship students do not apply to SIAST, and Basic Education students do not apply through the Registrars' office.

The enrollment statistics reflect the enrollment activity within a given academic year. Basic Education and Apprenticeship numbers have a strong influence on the overall total enrollment figures. Therefore, distinctions must be made between the Certificate and Diploma programs or all programs at the campuses, when looking at percentages or trends.

The graduate statistics reflect the percentage of the total graduate population per designated student group. The percentages are not graduation rates. In order to have an accurate graduation rate, the same cohort of students must be followed. The graduate statistics in one academic year do not represent the same students who were enrolled in the corresponding academic year. Some students may have been enrolled for longer than one year. Also, variable intakes and completion dates associated with competency based programs have a strong influence in the outcomes. This applies to many programs offered at the Wascana and Woodland Campuses.

Graduate statistics from Apprenticeship and BE programs are not available, as these students do not graduate from SIAST.

The presentation of the statistics for each designated group is organized into sections that are formatted the same. Each section begins with comprehensive tables of application, enrollment and graduate rates for the designated group, first by Division, then by Campus.

These tables are followed by a closer analysis of each of application, enrollment, and graduate data, which make comparisons both to previous years and to participation goals by campus for that group.

In this section it is important to note that previously some students who withdrew were not given a withdrawal code, dependent on the responses given by the student. The form is optional for students to complete and although all withdrawals are recorded, the reason for leaving beyond being required for academic reasons was often not known.

Over the past year, education equity counsellors attempted to collect withdrawal information for an anecdotal report. The primary reasons for leaving were academic difficulty, health and family. Tables which show SIAST-wide withdrawal rates are located in Appendix B5.

5.1 ORGANIZATION OF TABLES

The following tables show the designated student group participation by Campus, by Division and SIAST-Wide:

- Tables A1 - A5 - Aboriginal Students
- Tables B1 - B5 - Students with Disabilities
- Tables C1 - C5 - Students of Visible Minority
- Tables D1 - D5 - Women Students and Women in Male Dominated Divisions

The tables report on total student applications, enrollment, and graduates, compared to each of the designated groups. In each case, the percentage indicates the proportion of the specific equity group in the pool of the total applicants, enrolled students and graduates by Division and by Campus. Tables which show each SIAST program and designated student group participation are in Appendix B.

5.1.1 Certificate and Diploma Programs

In 2000 - 01, SIAST adopted an admissions policy of "first-qualified, first-admitted", maintaining a wait list of applicants. Applications are received throughout the year to enter into the first year of a program. The Nursing Education Program of Saskatchewan is the only program to maintain a competitive admission.

Most of the programs offered are on-campus Certificate and Diploma programs. These comprise the largest sections of the tables, and are reported by Division and Campus.

Graduate statistics for students in the Nursing Education Program of Saskatchewan are not available as these students move to the university for years 3 and 4; therefore, they are graduates of the University.

5.1.2 Extension

There are a number of factors that should be considered when interpreting the statistics of Extension programs.

Enrollment data for Extension students is available since they now apply in the same manner as on-campus Certificate and Diploma students. Extension students often simply apply for one or more credit courses in a Certificate or Diploma program without having sought acceptance to the program. SIAST gives Extension students taking credit courses the opportunity to self-identify in the Education Equity Program, but this does not occur for all non-credit courses. Therefore, the actual number of designated group Extension students will be higher than recorded.

The Extension student graduate information does not include those who complete non-credit courses. Extension graduates may be included in either Extension or Certificate and Diploma student numbers, as they may begin as an Extension student, and then move to a Certificate or Diploma program. Likewise, they may complete the last class or two of a Certificate or Diploma program through Extension. Also worth noting is that students who take one or more credit courses and have no need to complete the whole program will not show as graduates, yet they will have successfully met their objectives.

Another factor that affects the interpretation of graduation rates for Extension programs is the program length. For example, in a two year program with 100 seats, 55 seats are for first year students, and 45 seats are for second year students. If there are 45 graduates from this program, the graduation rate for the program is really 100%, but will distort the overall rate when reported collectively.

5.1.3 Apprenticeship

All Apprenticeship programs offered at SIAST are included in the following tables, but provide enrollment numbers only. Apprenticeship students do not apply to SIAST, although SIAST does collect equity participation statistics for Apprentices so that employers and sponsors have the opportunity to consider equity group persons when selecting Apprenticeship candidates. Apprenticeship students do not graduate from a SIAST program, so graduate data is not available.

In 2001, the Apprenticeship Board, through discussion with SIAST counsellors, recognized the need for, and initiated procedures in identifying persons having learning difficulties. SIAST counsellors and learning specialists work with the assessors to implement recommended accommodations, as per SIAST guidelines.

5.1.4 Basic Education

The Basic Education (BE) programs that SIAST offers ranges from literacy to Grades 1-12.

Basic Education students do not apply to be accepted by SIAST through the Registrars' office, nor do they graduate from a SIAST program, so application and graduate statistics are not available. BE students meet the requirements to receive high school credit for courses administered by the Saskatchewan Post-Secondary Education and Skills Training. SIAST reports to the Department on each student's success in meeting those requirements. SIAST continues to explore ways to include more complete reports on BE students.

5.2 STUDENTS OF ABORIGINAL ANCESTRY

The following tables are a summary of students of Aboriginal ancestry application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table A1: Students of Aboriginal Ancestry by Division 2000-2001

Division	Applicants			Enrolled			Graduates		
	Total	Abr	%	Total	Abr	%	Total	Abr	%
Agriculture & Business	1,670	227	13.6	1,342	164	12.2	582	55	9.5
Community Services	1,583	383	24.2	940	244	26.0	446	79	17.7
Industrial Training	1,194	158	13.2	675	96	14.2	399	40	10.0
Nursing	1,048	91	8.7	713	58	8.1	40	2	5.0
Science & Health	1,808	132	7.3	675	58	8.6	453	27	6.0
Technology	1,483	151	10.1	1,255	104	8.3	405	32	7.9
Extension	740	70	9.5	1,780	255	14.3	1,319	190	14.4
Cert and Diploma Total	**9,526**	**1,212**	**12.7**	**7,380**	**979**	**13.3**	**3,644**	**425**	**11.7**
Agriculture				58	1	1.7			
Community Services				142	15	10.6			
Extension				78	15	19.2			
Industrial Training				1,970	93	4.7			
Technology				606	23	3.8			
Apprenticeship Total				**2,854**	**147**	**5.2**			
Basic Education				**2,493**	**1,100**	**44.1**			
Campus Total				12,727	2,226	17.5			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

SIAST-WIDE Students of Aboriginal Ancestry by Campus

TABLE A2: SIAST-WIDE Students of Aboriginal Ancestry by Campus 2000-2001									
	Applicants			Enrolled			Graduates		
Campus	Total	Abr	%	Total	Abr	%	Total	Abr	%
Kelsey Campus				**4,705**	**654**	**13.9**			
Certificate & Diploma	4,009	367	9.2	2,463	189	7.7	1,175	84	7.2
Apprenticeships				1,378	65	4.7			
Basic Education				864	400	46.3			
Palliser Campus				**3,195**	**223**	**7.0**			
Certificate & Diploma	1,904	89	4.7	1,858	126	6.8	762	51	6.7
Apprenticeships				1,080	44	4.1			
Basic Education				257	53	20.6			
Wascana Campus				**2,840**	**465**	**16.4**			
Certificate & Diploma	2,425	237	9.8	1,850	198	10.7	867	76	8.8
Apprenticeships				82	1	1.2			
Basic Education				908	266	29.3			
Woodland Campus				**1,987**	**884**	**44.5**			
Certificate & Diploma	1,188	519	43.7	1,209	466	38.5	840	214	25.5
Apprenticeships				314	37	11.8			
Basic Education				464	381	82.1			
Total Cert & Diploma	**9,526**	**1,212**	**12.7**	**7,380**	**979**	**13.3**	**3,644**	**425**	**11.7**
Total Apprenticeships				**2,854**	**147**	**5.2**			
Total Basic Education				**2,493**	**1,100**	**44.1**			
SIAST Total				**12,727**	**2,226**	**17.5**			

Shaded percentages indicate that the 2000-2001 participation goals for students of Aboriginal ancestry have been met or exceeded.

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

Table A3:
Students of Aboriginal Ancestry - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	9.2	10.8	12.2
Palliser	4.7	3.9	4.9
Wascana	9.8	8.7	10.6
Woodland	43.7	48.4	47.8
SIAST	13.1	14.2	14.4

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus

** In 1998-99 the percentage included Certificate Diploma Extension programs

Table A4:
Students of Aboriginal Ancestry - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	12.2	13.9	7.7	10.0	11.3
Palliser	12.2	7.0	6.8	7.5	8.8
Wascana	12.2	16.4	10.7	10.7	8.4
Woodland	25.0	44.5	38.5	39.1	37.7
SIAST	-	17.5	13.3	14.3	14.2

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus

Table A5:
Students of Aboriginal Ancestry - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*	1998-99 Cert./Dip. Graduate %*
Kelsey	7.2	8.3	9.4
Palliser	6.7	4.9	8.4
Wascana	8.8	7.5	5.7
Woodland	25.5	26.8	29.4
SIAST	11.7	11.5	12.2

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus

5.2.1 Students of Aboriginal Ancestry – Application Rate Comparison

Compared to 1999-2000, the Aboriginal applicant rates for the Certificate and Diploma programs at Wascana and Palliser increased slightly in 2000-01, while the rate at Kelsey decreased slightly. Also, the overall SIAST Certificate and Diploma programs decreased by 0.9 percent. (See Table A3)

5.2.2 Students of Aboriginal Ancestry – Enrollment Rate Comparison

The 2000-01 established goals for students of Aboriginal ancestry in all SIAST programs, including Apprenticeships and Basic Education, were met at the Kelsey, Wascana and Woodland Campuses. Woodland Campus exceeded the established goal of 25.0 percent by 19.5 percent. The overall SIAST enrollment figures for students of Aboriginal ancestry indicate that there was a decrease of 1.0 percent from 1999-00.

Historical trends focus on the Certificate and Diploma programs and exclude Apprenticeship and BE programs. When enrollment for the Certificate and Diploma programs only are considered to maintain consistency in the data, the numbers show that the proportion of Aboriginal students at Wascana remained the same, while decreasing at the other three campuses when compared to 1999-00. (See Table A4)

5.2.3 Students of Aboriginal Ancestry – Proportion of Graduates

Overall, the 2000-01 graduate Certificate and Diploma figures for students of Aboriginal ancestry at SIAST increased very slightly from the 1999-00 figures. Palliser and Wascana Campuses recorded increases of 1.8 and 1.3 percent respectively, while decreases occurred at Woodlands Campus (1.3 percent) and at Kelsey Campus (0.9 percent). (See Table A5)

5.3 STUDENTS WITH DISABILITIES

The following tables are a summary of students with disabilities application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table B1: Students with Disabilities by Division

Division	Applicants			Enrolled			Graduates		
	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Agriculture & Business	1,670	86	5.1	1342	77	5.7	582	22	3.8
Community Services	1,583	94	5.9	940	74	7.5	446	30	6.7
Industrial Training	1,194	54	4.5	675	39	5.8	399	16	4.0
Nursing	1,048	18	1.7	713	12	1.7	40	0	0.0
Science & Health	1,808	59	3.3	675	29	4.3	453	14	3.1
Technology	1,483	64	4.3	1,255	89	7.1	405	15	1.8
Extension	740	14	1.9	1,780	34	19.9	1,319	23	1.7
Cert & Diploma Total	**9,526**	**389**	**4.1**	**7,380**	**354**	**4.8**	**3,644**	**120**	**3.3**
Agriculture				58	0	0.0			
Community Services				142	1	0.7			
Extension				78	0	0.0			
Industrial Training				1,970	39	2.0			
Technology				606	2	0.3			
Apprenticeship Total				**2,854**	**42**	**1.5**			
Basic Education				**2,493**	**178**	**7.1**			
Campus Total				**12,727**	**574**	**4.5**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

SIAST-WIDE Students with Disabilities by Campus

Table B2: SIAST-WIDE Students with Disabilities by Campus									
	Applicants			Enrolled			Graduates		
Division	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Kelsey Campus				**4,705**	**153**	**3.3**			
Certificate & Diploma	4,009	155	3.9	2,463	97	3.9	1,175	39	3.3
Apprenticeships				1,378	31	2.3			
Basic Education				864	25	2.9			
Palliser Campus				**3,195**	**112**	**3.5**			
Certificate & Diploma	1,904	86	4.5	1,858	75	4.0	762	17	2.2
Apprenticeships				1,080	9	0.8			
Basic Education				257	28	10.9			
Wascana Campus				**2,840**	**216**	**7.6**			
Certificate & Diploma	2,425	95	3.9	1,850	113	6.1	867	36	4.2
Apprenticeships				82	0	0.0			
Basic Education				908	103	11.3			
Woodland Campus				**1,987**	**93**	**4.7**			
Certificate & Diploma	1,188	53	4.5	1,209	69	5.7	840	28	3.3
Apprenticeships				314	2	0.6			
Basic Education				464	22	4.7			
Total Cert & Diploma	**9,526**	**389**	**4.1**	**7,380**	**354**	**4.8**	**3,644**	**120**	**3.3**
Total Apprenticeships				**2,854**	**42**	**1.5**			
Total Basic Education				**2,493**	**178**	**7.1**			
SIAST Total				**12,727**	**574**	**4.5**			

Shaded percentages indicate that the 2000-2001 participation goals for students with disabilities have been met or exceeded.

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.

NOTE Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.

Table B3:
Students with Disabilities - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	3.9	3.5	2.9
Palliser	4.5	3.0	2.8
Wascana	3.9	3.5	4.3
Woodland	4.5	4.5	3.9
SIAST	4.1	3.5	3.3

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

** In 1998-99 the percentage included Certificate/Diploma Extension programs.

Table B4:
Students with Disabilities - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	5.0	3.3	3.9	3.8	3.5
Palliser	5.0	3.5	4.0	2.9	2.3
Wascana	5.0	7.6	6.1	6.0	6.3
Woodland	5.0	4.7	5.7	3.9	4.7
SIAST	-	4.5	4.8	4.1	4.0

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table B5:
Students with Disabilities - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*	1998-99 Cert./Dip. Graduate %*
Kelsey	3.3	2.8	2.5
Palliser	2.2	1.6	1.6
Wascana	4.2	4.8	4.5
Woodland	3.3	1.4	2.8
SIAST	3.3	2.7	2.8

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

5.3.1 Students with Disabilities – Application Rate Comparison

In 2000-01, there was an increase in the proportion of applicants with disabilities at every Campus except Woodland, where the rate remained the same. For SIAST overall, the percentage has increased in each of the previous two years, climbing to 4.1 percent. (See Table B3)

5.3.2 Students with Disabilities – Enrollment Rate Comparison

In 2000-01, the enrollment rate of students with disabilities increased at each campus for both total enrollment and for certificate/diploma programs. SIAST-wide, the enrollment rate has risen to 4.5 percent when all programs, including Basic Education and Apprenticeships, were taken into consideration, and to 4.8 percent when just Certificate and Diploma programs were tallied. Wascana Campus again exceeded its goal, where 7.6 percent of the total enrollment, and 6.1 percent of students in Certificate and Diploma programs, were students with disabilities. Woodland Campus, at 5.7 percent, also exceeded its goal for Certificate and Diploma programs. (See Table B4)

5.3.1 Students with Disabilities – Proportion of Graduates

The percentage of graduates with disabilities increased at the Kelsey, Palliser and Woodland Campuses, but decreased somewhat at the Wascana Campus. The Palliser Campus rate remained the same. The overall SIAST percentage rebounded and increased to 3.3 percent in 2000-01, after decreasing slightly in each of the previous four years, from 3.2 percent in 1996-97, 3.1 percent in 1997-98, 2.8 percent in 1998-99 to 2.7 in 1999-00. (See Table B5)

5.4 STUDENTS OF VISIBLE MINORITY

The following tables are a summary of students of visible minority application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table C1: Students of Visible Minority by Division

Division	Applicants			Enrolled			Graduates		
	Total	VM	%	Total	VM	%	Total	VM	%
Agriculture & Business	1,670	62	3.7	1342	33	2.5	582	11	1.9
Community Services	1,583	30	1.9	940	13	1.4	446	6	1.4
Extension	740	3	0.4	1,780	16	0.9	1,319	12	0.9
Industrial Training	1,194	25	2.1	675	11	1.6	399	6	1.5
Nursing	1,048	47	4.5	713	18	2.5	40	0	0.0
Science & Health	1,808	31	1.7	675	19	2.8	453	11	2.4
Technology	1,483	33	2.2	1,255	26	2.1	405	6	1.5
Cert & Diploma Total	**9,526**	**241**	**2.5**	**7,380**	**136**	**1.8**	**3,644**	**52**	**1.4**
Agriculture				58	0	0.0			
Community Services				142	3	2.1			
Extension				78	1	1.3			
Industrial Training				1,970	9	0.5			
Technology				606	2	0.3			
Apprenticeship Total				**2,854**	**15**	**0.5**			
Basic Education				**2,493**	**129**	**5.2**			
Campus Total				**12,727**	**287**	**2.3**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

SIAST-WIDE Students of Visible Minority by Campus

Table C2: SIAST-WIDE Students of Visible Minority by Campus									
Division	Applicants			Enrolled			Graduates		
	Total	VM	%	Total	VM	%	Total	VM	%
Kelsey Campus				**4,705**	**54**	**1.1**			
Certificate & Diploma	4,009	74	1.9	2,463	40	1.6	1,175	17	1.5
Apprenticeships				1,378	7	0.5			
Basic Education				864	7	0.8			
Palliser Campus				**3,195**	**55**	**1.7**			
Certificate & Diploma	1,904	54	2.8	1,858	40	2.2	762	18	2.4
Apprenticeships				1,080	8	0.7			
Basic Education				257	7	2.7			
Wascana Campus				**2,840**	**163**	**5.7**			
Certificate & Diploma	2,425	85	3.5	1,850	49	2.7	867	12	1.4
Apprenticeships				82	0	0.0			
Basic Education				908	114	12.6			
Woodland Campus				**1,987**	**8**	**0.4**			
Certificate & Diploma	1,188	28	2.4	1,209	7	0.6	840	5	0.6
Apprenticeships				314	0	0.0			
Basic Education				464	1	0.2			
Total Cert & Diploma	**9,526**	**241**	**2.5**	**7,380**	**136**	**1.8**	**3,644**	**52**	**1.4**
Total Apprenticeships				**2,854**	**15**	**0.5**			
Total Basic Education				**2,493**	**129**	**5.2**			
SIAST Total				**12,727**	**280**	**2.2**			

Shaded percentages indicate that the 2000-2001 participation goals for students of visible minority have been met or exceeded.

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

Table C3:
Students of Visible Minorities - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	1.9	1.7	1.7
Palliser	2.8	2.7	2.7
Wascana	3.5	2.7	2.2
Woodland	2.4	0.8	0.8
SIAST	2.5	2.1	2.0

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

** In 1998-99 the percentage included Certificate/Diploma Extension programs.

Table C4:
Students of Visible Minorities - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	4.7	1.1	1.6	2.0	1.5
Palliser	2.6	1.7	2.2	2.8	2.6
Wascana	5.1	5.7	2.7	2.4	2.8
Woodland	2.6	0.4	0.6	0.8	0.5
SIAST	-	2.2	1.8	2.2	2.0

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table C5:
Students of Visible Minorities - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*	1998-99 Cert./Dip. Graduate %*
Kelsey	1.5	1.5	0.9
Palliser	2.4	1.1	1.3
Wascana	1.4	2.1	2.1
Woodland	0.6	1.1	0.5
SIAST	1.4	1.5	1.2

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

5.4.1 Students of Visible Minorities – Application Rate Comparison

The application rate for students of visible minorities to the Certificate and Diploma programs increased at every campus in 2000-01. For SIAST overall, the percentage increased from 2.1 to 2.5 percent. (See Table C3)

5.4.2 Students of Visible Minorities – Enrollment Rate Comparison

As identified in section 4.2.1 of the report, enrollment goals for visible minorities have not been established, either SIAST-wide or for the individual campuses. Therefore, the long-term goals were used as a guide. Wascana, for the first time, has met the long-term goal for total programs, with 5.7 percent of enrolled students representing visible minorities. Total enrollment figures for Kelsey and Palliser indicate a slight decline, while the percentage at Woodland remained the same. Overall, the SIAST-wide percentage for total enrollment inched up to 2.2 from 2.0 percent.

Enrollment of students of visible minorities in Certificate and Diploma programs decreased on a SIAST-wide basis (from 2.2 to 1.8 percent), and, with the exception of Wascana, at the individual campuses. Wascana was the only campus to meet their goal for Certificate and Diploma programs. The rate at Palliser, which had met its goal the last two years, declined to 2.2 percent, which resulted in an unmet goal for 2000-01. (See Table C4)

5.4.3 Students of Visible Minorities – Proportion of Graduates

The overall percentage of graduates of Certificate and Diploma programs at SIAST, who indicated they were members of a visible minority, decreased by 0.1% from the 1999-00 figures. In 2000-01, the rate of graduates of visible minorities increased at Palliser, remained the same at Kelsey, while declining at Woodland and Wascana. (See Table C5)

5.5 WOMEN STUDENTS

The following tables are a summary of women student application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table D1: Women Students by Division

Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Agriculture & Business	1,670	985	59.0	1,342	826	61.6	582	391	67.2
Community Services	1,583	1,089	68.8	940	619	65.9	446	303	67.9
Extension	740	669	90.4	1,780	1,286	72.2	1,319	809	61.2
Industrial Training	1,194	60	5.0	675	40	5.9	399	20	5.0
Nursing	1,048	948	90.5	713	659	92.4	40	34	85.0
Science & Health	1,808	1,331	73.6	675	493	73.0	453	280	59.6
Technology	1,483	210	14.2	1,255	176	14.0	405	74	18.3
Cert and Diploma Total	**9,526**	**5,292**	**55.6**	**7,380**	**4,099**	**55.5**	**3,644**	**1,911**	**52.4**
Agriculture				58	31	53.5			
Community Services				142	68	47.9			
Extension				78	1	1.3			
Industrial Training				1,970	33	1.7			
Technology				606	15	2.5			
Apprenticeship Total				**2,854**	**148**	**5.2**			
Basic Education				**2,493**	**1,487**	**59.7**			
Campus Total				**12,727**	**5,734**	**45.1**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

SIAST-Wide Women Students by Campus

Table D2: SIAST-WIDE Women Students by Campus									
	Applicants			Enrolled			Graduates		
Division	Total	Wom	%	Total	Wom	%	Total	Wom	%
Kelsey Campus				**4,705**	**2,258**	**48.0**			
Certificate & Diploma	4,009	2,425	60.5	2,463	1,674	68.0	1,175	788	67.1
Apprenticeships				1,378	54	3.9			
Basic Education				864	530	61.3			
Palliser Campus				**3,195**	**847**	**26.5**			
Certificate & Diploma	1,904	668	35.1	1,858	664	35.7	762	332	43.6
Apprenticeships				1,080	38	3.5			
Basic Education				257	145	56.4			
Wascana Campus				**2,840**	**1,766**	**62.2**			
Certificate & Diploma	2,425	1,628	67.1	1,850	1,230	66.5	867	515	59.4
Apprenticeships				82	31	37.8			
Basic Education				908	505	55.6			
Woodland Campus				**1,987**	**863**	**43.4**			
Certificate & Diploma	1,188	571	48.1	1,209	531	43.9	840	276	32.9
Apprenticeships				314	25	8.0			
Basic Education				464	307	66.2			
Total Cert & Diploma	**9,526**	**5,292**	**55.6**	**7,380**	**4,099**	**55.5**	**3,644**	**1,911**	**52.4**
Total Apprenticeships				**2,854**	**148**	**5.2**			
Total Basic Education				**2,493**	**1,487**	**59.7**			
SIAST Total				**12,727**	**5,734**	**45.1**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

Table D3:
Women Students - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	60.5	50.5	57.5
Palliser	35.1	35.9	38.1
Wascana	67.1	66.2	64.9
Woodland	48.1	43.3	45.8
SIAST	55.6	50.1	53.1

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

** In 1998-99 the percentage included Certificate/Diploma Extension programs.

Table D4:
Women Students - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	43.0	48.0	68.0	67.0	67.1
Palliser	43.0	26.5	35.7	38.9	42.3
Wascana	43.0	62.2	66.5	66.6	63.7
Woodland	43.0	43.4	43.9	41.1	43.4
SIAST	-	45.1	55.5	55.0	55.4

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table D5:
Women Students - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduates %*	1999-00 Cert./Dip. Graduates %*	1998-99 Cert./Dip. Graduates %*
Kelsey	67.1	69.0	71.9
Palliser	43.6	45.2	44.5
Wascana	59.4	68.6	64.8
Woodland	32.9	33.9	40.0
SIAST	52.4	56.6	57.8

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

5.5.1. Women Students – Application Rate Comparison

The proportion of applications from women increased at Kelsey, Wascana and Woodland Campuses for Certificate and Diploma programs. At Palliser, the rate declined very slightly. The rate of female applicants for Certificate and Diploma programs for SIAST, overall, increased from 50.1 to 55.6 percent. (See Table D3)

5.5.2 Women Students - Enrollment Rate Comparison

The total enrollment figures (which include the Apprenticeship and BE programs) for women students indicate that the participation goals were met at the Kelsey, Wascana and Woodland Campuses in 2000-01. However, the percentage of women enrolled at Palliser Campus (26.5%) was well under the established goal. The SIAST total enrollment represented a very slight decrease in the percentage of women students (0.2 percent) from the 1999-00 figures.

Comparison of the 2000-01 Certificate and Diploma female enrollment figures to those of 1999-00, shows there was an increase of 0.5 percent SIAST-wide, and rates increased at Woodland and Kelsey Campuses. All campuses, except Palliser, met the participation goals for women students in Certificate and Diploma programs. (See Table D4)

5.5.3 Women Students – Proportion of Graduates

The percentage of women graduates from Certificate and Diploma programs decreased SIAST-wide, as well as at each campus, in 2000-01. The decreases were slight at all campuses except Wascana, where the percentage of women graduates fell from 68.6 to 59.4 percent. Overall, the proportion of women graduates from Certificate and Diploma programs decreased from 56.6 percent in 1999-00, to 52.4 percent in 2000-01. (See Table D5)

5.6 WOMEN STUDENTS IN PREDOMINATELY MALE PROGRAMS

The following table provides a summary of women students' (in predominately male programs) application, enrollment, and graduate rates by division and campus, for the periods of July 1, 1999 to June 30, 2000 and July 1, 2000 to June 30, 2001.

TABLE D6: Percentage of Women Students in Predominately Male Programs						
	Applicants		Enrolled		Graduates	
Campus/Division	99-00	00-01	99-00	00-01	99-00	00-01
Kelsey Campus						
Industrial Training	4.7	3.7	7.6	6.8	4.0	5.1
Technology	7.9	11.3	9.0	8.9	9.1	8.1
Palliser Campus						
Industrial Training	6.4	9.1	8.0	5.8	6.7	6.0
Technology	13.7	15.8	17.1	14.4	19.5	20.5
Wascana Campus						
Industrial Training	4.0	6.4	6.1	5.0	6.3	2.1
Technology	2.7	2.4	6.7	5.0	18.7	9.7
Woodland Campus						
Industrial Training	4.8	5.0	3.4	5.7	3.5	8.3
Technology	16.1	21.4	17.9	15.3	16.4	18.8

5.6.1 Women Students – Predominantly Male Divisions

For 2000-01, application, enrollment and graduation rates of women in male-dominated programs was analyzed by Division and Campus only, rather than at a program level. The Technology and Industrial Divisions have historically contained the male-dominated programs, although there are some variations among individual programs. Comparisons to the previous year, when individual programs were analyzed, cannot be made accurately.

Comparison of participation rates to the short-term goal of 30% female participation in male-dominated programs reveal that this goal remains unmet, when analyzed on a Division-wide basis, in the Technology and Industrial Divisions of all campuses.

The predominately male programs are primarily in the Industrial and Technology Divisions. The restructuring of SIAST, which was noted in the last two monitoring reports, resulted in some programs being reassigned to different divisions. With this realignment, particularly of the predominantly male programs, SIAST can only provide a two year historical comparison for women applicants in these programs. While this report focuses on women enrolled in the Industrial and Technology Divisions, statistics for predominantly male programs assigned to other divisions are included in alternate formats in Appendix A and C.

5.6.2 Predominantly Male Programs at SIAST

Several SIAST Divisions have programs with reserved seating for women. Below is a list of programs by division by campus. Programs that do not have equal representation of women for five consecutive years will maintain their targeted status.

Kelsey Campus - Saskatoon

Technology	CAD/CAM Engineering Technology
	Industrial Electronics Technician
	Industrial Electronics Technology
	Mechanical Engineering Technology
	Power Engineering Technician
	Power Engineering Technology
	Process Operator Technician
Community Services	Institutional Meat Processing
	Retail Meat Cutting
Industrial	Agricultural Machinery Technology
	Auto Body Technician
	Automotive Service Technician
	Automotive Service Technology
	Heavy Equipment Mechanics
	Industrial Mechanics
	Machine Shop
	Parts Management Technician
	Refrigeration and Air Conditioning
	Welding

Wascana Campus - Regina

Agriculture and Business	Agriculture Production
	Beef Management
	Farm Business Management
	Farm Mechanics
	Pork Production Technician
Community Service	New Media Communications
Industrial	Auto Body Technician
	Automotive Service Technician
	Machine Shop
	Major Appliance Repair
	Outdoor Power Equipment
	Welding

Science and Health	Emergency Medical Technician (EMT) EMT Advanced EMT Paramedic
Technology	Building Systems Operator Building Systems Technician Drafting Technician Electronic Communication Technology

Palliser Campus - Moose Jaw

Industrial	Auto Body Technician Automotive Service Technician Carpentry Welding
Technology	Architectural and Building Technology Civil Engineering Technology Computer Aided Design and Drafting Computer Engineering Technology Electrical Engineering Technology Electrician Electronics Engineering Technology Electronics Service Technician Environmental Engineering Technology Geomatics Technology Instrumentation Engineering Technology Water Resources Engineering Technology Water and Wastewater

Woodland Campus - Prince Albert

Community Service	Corrections Worker Media Arts Production
Industrial	Carpenter Pre-employment Heavy Equipment Mechanics Outdoor Power Equipment Truck and Transport Mechanic Repair Welder Welder Pre-employment
Technology	Electrician Electronics Service Technician Integrated Resource Management Micro-Electronics Technician

6.0 GRADUATE EMPLOYMENT ANALYSIS

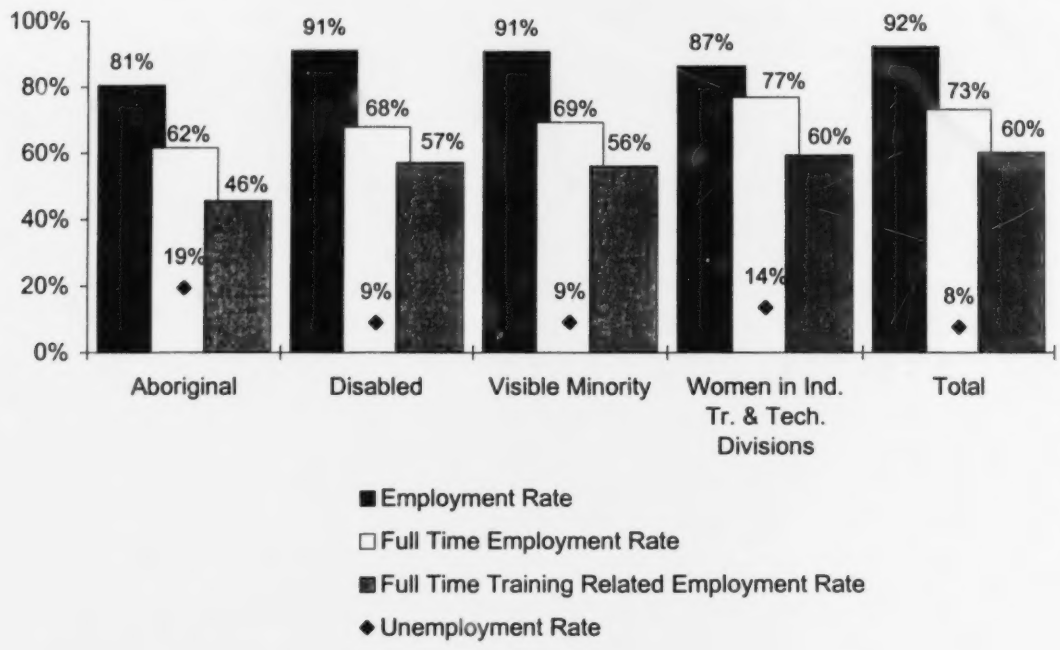
Graduate Employment Analysis

Each fall SIAST conducts a survey of its graduates from the previous academic year. The survey asks the graduates a variety of questions including questions concerning their employment status at that time. The results of the survey are published (approximately) in the spring of the following year. The latest report is titled, 2000 SIAST Graduate Employment Statistics Report.

The following figure illustrates the employment rates for graduates responding to the latest survey. The rates represent the percentage of those graduates in the labour force that are employed. The labour force is defined as those graduates who are working or actively looking for work. Full Time is defined as working 30 hours a week or more. Training Related Employment is employment in an occupation directly related to the graduate's program of study.

Employment rates were above 80% for all groups. The percentage of graduates working Full Time ranged from 62% to 77%. Graduates working Full Time in a Training Related occupation ranged from 46% to 60%. Unemployment rates ranged from 8% to 19%.

Figure 6.4.A
SIAST Graduates - Employment Rates of 1998-99

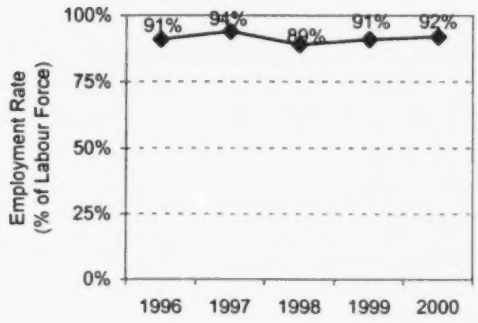


Source: 2000 SIAST Graduate Employment Survey

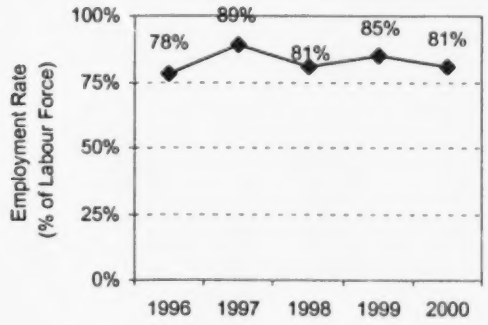
Historically, the employment rates for SIAST graduates are favorable – remaining above 75% over the last 5 years for all groups. From 1999 to 2000, employment levels increased as a Total and for the Disabled graduates. It remained the same for Women in the Industrial Training and Technology Divisions and decreased slightly for the Aboriginal and Visible Minority graduates.

Figure 6.4.B
SIAST Graduates - Employment Trends

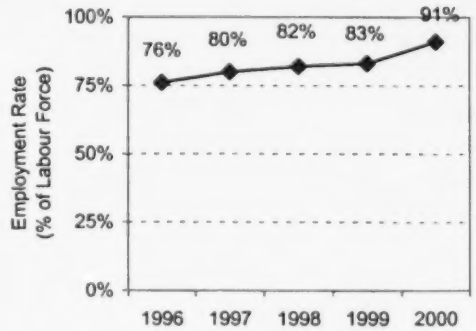
Total



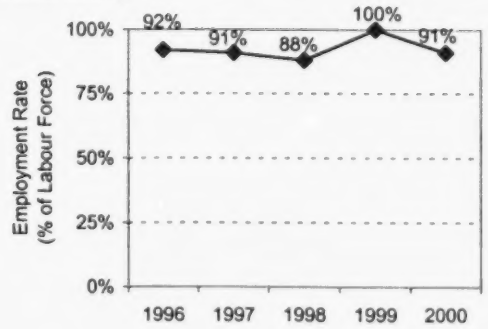
Aboriginal



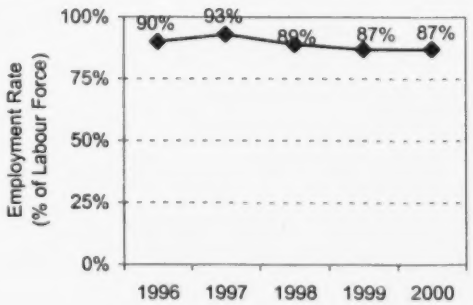
Disabled



Visible Minority



Women in Ind. Tr. and Tech. Divisions



Source: 2000 SIAST Graduate Employment Survey

7.0 SPECIAL MEASURES

7.1 RECRUITMENT

A variety of initiatives are used to recruit Education Equity students to SIAST. These include, but are not limited to, promotional materials, participation in Career and Job Fairs, high school visits, Girls Exploring Trades and Technology (GETT) camps, Campus Open Houses and Spend-A-Days.

Information about the Education Equity Program is available to individuals, agencies and the public through Education Equity brochures, the SIAST Calendar, application form and the Communicator. The Communicator is an annual newsletter of student and staff contributions with a focus on the four equity groups. The Aboriginal Student's Guide and the Education Equity Student's Guide to Scholarships, Awards and Bursaries, published biannually, is distributed provincially. Its purpose is to provide Education Equity students, from any of the four designated groups, with information about financial support.

Information about the SIAST Education Equity Program is now available on the internet through the SIAST home page located at www.siast.sk.ca.

Brochures and displays use inclusive language with photographs and illustrations of designated group members. Spend-A-Day activities at each campus introduce potential students to the campus and the services available. Tours are given to First Nation Band groups by Aboriginal center staff. Education Equity coordinators/counsellors maintain close contact with community and provincial agencies. Consultations occur regularly with sponsoring agencies and advocacy groups such as Canadian National Institute for the Blind (CNIB), The Learning Disabilities Association of Saskatchewan (LDAS), Saskatchewan Deaf and Hard of Hearing Services (SDHHS), and Employability Assistance for People with Disabilities (EAPD). Presentations about education equity and campus programs are made in the community upon request. Student Recruitment Liaison officers promote the program during visits to high schools and provide information to over 5,000 students annually, including Band and other schools with high Aboriginal enrollments. All campuses participate annually in the Interprovincial Association on Native Employment (IANE) Career Fairs in Lac La Ronge, Saskatoon, Prince Albert, North Battleford and Regina. SIAST participates in the Athabasca Flying Career Symposium traveling to remote northern areas.

GETT camps are offered annually at each campus. As many as 400 girls, aged eleven to fourteen participate in activities which introduce them to predominantly male occupations. Each campus provides GETT camps in a slightly different format to meet the needs of their participants. In previous years, Wascana has provided IMGETT (Indian and Metis Girls Exploring Trades and Technology) camps for Aboriginal girls.

7.1.1 Recruitment Office Activities

Student Recruitment staff includes the Student Recruitment Liaison, SUTIL (Saskatchewan University and Technical Institute Liaison) Traveler, four new Student Advisors and a Centennial Summer Student.

One of the primary goals of Student Recruitment for 2000-01 was to "establish working relationships with Aboriginal groups who have a stake in the education and training of their students/clients". To achieve this, an alliance was forged with SIAST's Education Equity personnel and Aboriginal counsellors. Through combined resources and co-operative efforts, SIAST was successful on several major fronts.

- SIAST gained representation on numerous Aboriginal planning committees to host regional and provincial career/job fairs. Some of these associations included: the Interprovincial Association on Native Employment (IANE) - Prince Albert and Regina chapters; the Federation of Saskatchewan Indian Nations and the Saskatoon Tribal Council Choices Committee, and the Metis Employment and Training of Saskatchewan Inc. - Saskatoon.

- At the invitation and expense of the Education Equity program, Student Recruitment staff and the New Student Advisors attended ACAP cultural awareness training delivered by SIFC.

- Student Recruitment distributed Education Equity information including posters, pamphlets, monitoring reports, and student newsletters both in counsellor packages and to individual students.

- By combining the Education Equity's and Student Recruitment's Aboriginal agency/contact lists, the ACCESS database of our educational partners was greatly enhanced.

- With the involvement of the Education Equity Advisor, we successfully selected and employed an Aboriginal Student Liaison under the Centennial Summer Student program. This individual travelled throughout northern Saskatchewan for four months serving as a role model for the success and support of the Education Equity program.

- An Aboriginal counsellor participated in the Athabasca Flying Career Symposium travelling to remote northern areas including Black Lake, Uranium City and Wollaston Lake. The costs of the fly-in charter were shared by Student Recruitment and Education Equity.

- An Aboriginal Counsellor (Woodland) and a New Student Advisor teamed up to attend a career fair in the remote community of Pelican Narrows.

- The Student Recruitment Liaison presented the SIAST Student Recruitment Strategy to Aboriginal counsellors at a regular meeting and discussed additional initiatives.

7.2 ADMISSIONS

The services provided by equity program staff, the use of printed materials and seat allocation percentages are described below.

Education Equity Coordinators/Counsellors, counsellors for students of Aboriginal ancestry, and new Student Advisors provide pre-admission consultation, new student orientations, coordinate funding and provide training for faculty and staff. Education Equity Coordinators/Counsellors and learning specialists arrange for verification of disability and coordinate accommodations to make admission procedures, tests and programs more accessible. Often these efforts include consultation with external resource people to enhance student supports. Individualized programs are designed for students whose circumstances prevent them from completing the entire program in traditional delivery modes.

The SIAST application form provides information about the Education Equity Program and invites applicants to self-identify. Applicants receive a copy of the Education Equity brochure and information about the program when they begin courses. Student handbooks include information on the Education Equity Program.

To promote achievement of it's 2000-01 participation goals, the Institute allocates a percentage of seats for qualified education equity applicants in all Certificate and Diploma programs. Allocated spaces that are not filled by those applicants are later made available to other applicants. In 2000-01, SIAST adopted an admissions policy of "first qualified, first admitted", maintaining a wait list of applicants. This policy has the potential for increasing access for equity students as admission can be through the equity seat allocation or the new admission policy. The seat allocation percentages are reviewed annually at SEEC and approved at Senior Management Council.

If programs have successfully maintained the equity student percentage for five consecutive years, seats are no longer designated for that program With the implementation of the new admissions policy, an annual scrutiny of all programs is necessary to monitor the percentage of seats held by equity students as SIAST seeks to achieve both reaching and maintaining its participation goals.

SIAST allocated the following percentages of spaces for 2000-2001:

Persons of Aboriginal Ancestry
- 12.2% Kelsey, Palliser, Wascana - all programs.
- 25.0% Woodland - all programs.

Persons with Disabilities
- 5.0% All campuses - all programs.

Women
- 30.0% All campuses - all programs.

No seats are allocated for students of visible minorities as some of the barriers identified in earlier research are those of inadequate English language preparation, difficulty evaluating foreign credentials and prior learning and concern about systemic bias in entry tests. None of these will be alleviated by seat allocation.

Seat designation will remain the same for 2001-2002. Individual programs that wish variances from these percentages must make the request to the SIAST Education Equity Committee through their Campus Education Equity Committee. This is to allow programs who have not had equity applications for a number of years to fill their programs.

The participation rates of women students in some programs either meet or exceed short-term participation goals. However, until that rate of participation is constant over time, it cannot be said that women's participation is yet significant. Therefore SEEC recommends that until a program's long term participation rate has been met for five consecutive years, the program must be designated under represented by women students. There are several programs that will be reviewed this year to determine their five year participation rates.

7.3 RETENTION

In November, 1998 the SIAST Board approved the policy, Accommodations Provided For Persons With Disabilities To Meet Certification Requirements. This Policy describes how SIAST will provide reasonable accommodation up to the point of undue hardship. See Appendix D for a copy of the policy.

Services provided by Education Equity staff include: assisting with program application; coordinating funding with agencies; identifying necessary accommodations; providing staff training; coordinating orientations and spend-a-day programs; providing mentor support and student support networks and working with placement services, employers and agencies to help students find work.

Services provided for students with disabilities include survival handbooks, tutorials, peer tutoring, test accommodations, note takers, interpreters, scribes, readers and others. The following technical aids for students with disabilities are available at the campuses: Kurzweil Personal Readers; telewriters; spell checkers; tape recorders; cassette players; computers and enhancements; various ergonomic devices; recreation equipment; infrared translation and other devices for hard of hearing; speech synthesis software and wheelchair lifts. Occupational Health and Safety Committees coordinate emergency exit plans.

The Post-Secondary Education and Skills Training (PSEST) office of Employability Assistance for Persons with Disabilities (EAPD) considers requests for additional funding from individuals that require extensive interventions. The student loan application is identified to EAPD.

The PSEST student financial assistance office has redefined part-time student. Disabled students who enroll in less that 30% of a course load are eligible to apply for an opportunities grant.

7.4 FOLLOW-UP ACTIVITIES

Placement services are available to Education Equity students through Student Employment Centre (SEC) staff. SEC staff, Education Equity Coordinators and Program Heads provide follow-up on employment for graduates. Equity staff help to coordinate job placements with agencies and employers, especially those with employment equity programs. SIAST is a member of the Saskatchewan Employment Equity Practitioners Association (SEEPA). Graduates are surveyed by SIAST and Post Secondary Education and Skills Training in the annual survey of graduates. An Aboriginal Graduate Employment Statistics report has been produced since 1991. Graduate Employment Statistics reports for students with disabilities, women, and visible minority students were introduced in 1996-97.

7.5 STAFF DEVELOPMENT ACTIVITIES

Staff development activities at each campus are designed to meet identified needs. SEEC provides SIAST-wide training when all campuses will benefit while CEEC provides training which meets local needs. New faculty receive orientations from equity staff. The SIAST Education Equity Faculty Handbook is complete and will be used as the tool for orientations throughout SIAST including the Board.

8.0 SIAST EDUCATION EQUITY SPECIAL FUND

The goal of the SIAST Education Equity Program is to ensure the participation of designated group students at the levels they exist in the adult population of Saskatchewan. The program takes measures to identify, eliminate, and reduce systemic practices which may have the effect of creating discriminatory barriers. The program provides special measures which will increase opportunities and support for designated group students.

To meet this goal SIAST provides $520,000 annually to the SIAST Education Equity Program. This allocation provides for training, research, communication and services to Education Equity students. The allocation is divided between the four campuses and the SIAST-wide committees to meet both local and SIAST-wide needs. The SIAST and Campus Education Equity Committees approve, implement and monitor enhancement proposals. Over 60 projects were delivered this year for all designated student groups; students of Aboriginal ancestry, those with disabilities, visible minorities and women.

Project ideas come from many levels within SIAST; management, programs, individual faculty/staff and equity committees. The fund helps achieve common goals and meet student needs.

8.1 EDUCATION EQUITY SPECIAL FUND CRITERIA

The following criteria applies only to the Special Fund. Additional criteria has been developed for Funding for Learning Accommodations.

The Special Fund can be used for such things as special projects, staffing, training, promotional activities and research, provided that:

- **They not displace existing base funding for Education Equity at the Campuses or the SIAST Administrative Office.**
- **They fall within the broad goals and objectives established annually by SIAST.**
- **Unnecessary duplication of projects is avoided where possible.**
- **Efficient use of the allocation is ensured by informing other Campuses, through SEEC, about special projects which might benefit all.**

8.2 PROPOSAL DEVELOPMENT, APPROVAL AND REVISION

The SIAST Education Equity Committee or the Campus Education Equity Committee (whichever committee is appropriate) coordinates proposal development and approves proposals and revisions.

8.3 MONITORING AND EVALUATION

The Campus Education Equity Committee Chairs or the SIAST Education Equity Committee Chair (whichever committee is appropriate) monitors proposals.

Upon completion of a project, the appropriate Chair will provide the SIAST Education Equity Committee with a summary including final cost, description of materials produced, an indication whether the project met objectives and recommendations forthcoming from the project.

The Chair of the SIAST Education Equity Committee will provide the Dean of Student Affairs & Services with regular updated status reports on all approved projects, and a final report on the Education Equity Special Fund will be included.

9.0 SPECIAL FUND PROJECTS, ACTIVITIES AND ISSUES

9.1 SIAST-WIDE

9.1.1 SIAST-Wide Projects

Aboriginal Student Leadership Conference

The Sixth Annual Aboriginal Student Leadership Conference was held at Cedar Lodge at Blackstrap Lake. The conference provides leadership skill development and cultural activities. This year a group of Gabriel Dumont Institute students participated in the conference.

GETT Camp Program Evaluation

An outside consultant carried out research to compare and contrast the GETT camp delivery processes among the four SIAST campuses. The objective was to determine "best practices", and identify what impact GETT camps had on participants' choices of courses in high school and subsequent careers.

Communicator Newsletter

A newsletter for staff, students and advocacy groups if printed annually.

Communication Print Materials

The Education Equity informational brochures, for students and agencies, were updated.

The Aboriginal Students' Guide to Scholarships, Awards and Bursaries was updated.

A similar guide encompassing a listing of scholarships, awards and bursaries for the four equity groups was developed. An appreciation certificate was developed and printed for use by SEEC.

Education Equity Review

The terms of reference were developed for a review of the Education Equity Program functions and operations. The intent is to identify the strategic direction and evaluate the effectiveness of services offered to the constituent groups. The review will be conducted in 2001-02.

10th Anniversary Celebration

The SIAST-wide celebration included a luncheon and the release of a video titled "Making a Difference".

Aboriginal Retention Plan

The Aboriginal Counsellors group continues to develop a strategy paper relevant to Aboriginal retention.

Web Pages

The material was written for the Education Equity web pages. The pages will be posted in the fall of 2001.

Aboriginal Cultural Awareness Program (ACAP)

SEEC members, campus Education Equity committee members and Recruitment team members received training in the first module of the Aboriginal Cultural Awareness Program. The module covered historical and contemporary issues.

9.1.2 SIAST-Wide Activities

- Guidelines for the selection of Elders were developed and accepted by SIAST Management Council. The provision of services to enhance the success of SIAST Aboriginal students continues to be a priority with the growing Aboriginal student population. The process will ensure consistent hiring of Elders across campuses, as well as involve Aboriginal staff in the hiring process.

- The Education Equity Advisor met with the SIAST Student Employment Centre Coordinators to discuss strategies for building linkages with employers, and to assist students with employment readiness.

- The SIAST Education Equity Committee met with the Apprenticeship and Trade Certification Field Consultants to discuss the need for identifying and testing persons within the apprenticeship system who have learning difficulties. A process was discussed for assessment and implementation of recommended accommodations, as per the SIAST guidelines.

- An Aboriginal counsellor participated in the Athabasca Flying Career Symposium, traveling to remote northern areas.

- The SIAST Education Equity Committee received a presentation by the Canadian Mental Health Association, Saskatchewan Branch. The information provided an overview of the Association's determination of a client's readiness for vocational rehabilitation programs, as well as an overview of mental illness.

- The SIAST Education Equity Committee received a presentation on methods of test assessments used to identify learning disabilities.

- The SIAST Education Equity Committee met with the Program Manager of Employability Assistance for Persons with Disabilities (EAPD). The two parties discussed the challenges the program has presented to SIAST as it works within its' policies, and to discuss the changes being made to the program for 2001.

- The SIAST Education Equity Committee met with the Manager of Student Financial Assistance to discuss the changes to the student loan program effective in 2001. Positive changes include the re-defining of part time student course load, and the availability of an opportunities grant for application by disabled students.

- The SIAST Education Equity Advisor and the SIAST WITT Coordinator made a joint presentation to the WITT (Women In Trades and Technologies) national conference, titled "Ten Years of Getting Together". The presentation discussed GETT camps philosophy and methodology.

- The SIAST Education Equity Advisor attended the Alberta Services for Students Conference held in Edmonton, Alberta, and had the opportunity to network with counselling staff and Aboriginal Centre staff from other colleges and universities.

- In consultation with Registrars and Education Equity Counsellors, efforts are ongoing for earlier identification of equity students, maintenance of student records in as complete form as possible, and standard acceptance response letters for equity students.

- Education Equity personnel with displays attended numerous conferences and career fairs to promote the Education Equity Program to different segments of Saskatchewan's population.

- Two documents, Guidelines Respecting Readiness for the Training of Persons With Psychiatric Disability and Guidelines for the Assessment of Adults With Learning Disabilities were revised with minor changes.

- The SIAST Education Equity Advisor was a member of the organizing committee for the National Aboriginal Day activities organized for the City of Saskatoon.

9.1.3 SIAST Wide Issues

- The increasing demand for services to on-campus, apprentice and extension students continues to put extreme pressure on equity resources - human, financial and technological.

- The virtual campus planning and development continues to move ahead. The provision of equity services for those students participating in this type of instructional delivery has a number of unknown factors.

- There is an increased number of students who require high cost accommodations. SEEC recommends that SIAST submit a proposal to Post Secondary Education and Skills Training, EAPD Department to develop a process for submissions by students who require additional funding for high cost accommodations. Students would apply for additional support from a pool of money designated for SIAST.

- SIAST is responding to the changing demographics in Saskatchewan by refocusing their Aboriginal student recruitment initiatives. Retention strategies will need to be developed and implemented to ensure that our Aboriginal students have a supportive learning environment.

9.2 KELSEY CAMPUS

9.2.1 Kelsey Campus Projects

Aboriginal Mural

Funding provided for an Aboriginal artist to complete a mural depicting Aboriginal culture. The mural is located in the Basic Education area.

Conversational Cree Classes

Three absolute beginners and three intermediate conversational Cree classes were offered to Kelsey Campus students. The classes were open to original-language speakers and non-Aboriginal-language speakers. The instructor was provided by the Saskatchewan Indian Cultural Centre.

Honour Ceremony for Aboriginal Graduates

Kelsey Aboriginal Student Association provided an honour ceremony for graduates, family members and friends.

Learning Specialist

The Learning Specialist provided psychoeducational assessments for students with learning disabilities, diagnosed and prescribed alternate learning strategies, liaised and consulted with program heads/coordinators and instructors, provided individual and group learning strategy instruction, tutorial assessment, facilitated necessary learning and exam accommodations. Worked with all equity students to develop and improve learning strategies.

Northern Native Access Program to Nursing

Instruction and certification in CPR and First Aid was provided to the NNAPN students before the NEPS program started.

9.2.2 Kelsey Campus Activities

- Transportation was provided for Aboriginal students to attend the Aboriginal Leadership Conference hosted by SEEC.
- The Kelsey Aboriginal Student Activity Centre hosted a celebration of Aboriginal Peoples on National Aboriginal Day with traditional singing and dance demonstrations plus a buffalo burger barbecue.

- Provided sponsorship for an Aboriginal Early Childhood Education student to attend the 2000 conference.

- Three Youth Care Worker equity students were sponsored to attend the High Risk Youth Conference: Strategies for the Future, The conference dealt with issues related to Aboriginal high-risk youth. The students worked hard to take mainstream ideas and therapeutic strategies and adapt them to the cultural milieu of the aboriginal community where they intend to seek employment.

- Various resource and assessment materials were purchased for use by Learning Centre Specialists and Equity Counsellors for use with equity students.

- Purchase of the Woodcock Johnson III Complete, new version, for use by the learning specialist for assessment of equity students with learning disabilities.

- Eight students attended the two day AWASIS Conference, an STF special subject council on Indian Métis Education.

9.2.3 Kelsey Campus Issues

- The reorganization of SIAST academic programs has resulted in difficulty in attracting faculty and staff from all representative areas to sit on the Kelsey Education Equity Committee. Faculty are busy with their own restructuring and rewriting of curriculum resulting in a lack of involvement in further volunteer committees. On a positive note though, the Kelsey Education Equity Committee did meet quarterly this year and has some very motivated representatives. One of the tasks in the new academic year will be to recruit new individuals to the committee, as presently most members have been on the committee for many years. Their experience is most welcomed, however, new members will need to be recruited to replace members who wish to retire from the KEEC.

- The full-time Learning Specialist is funded entirely from the project allocation to the Kelsey Education Equity Committee. Increments due to new collective agreements are resulting in increased cost for this essential service. If the salary and benefit costs continue to rise the entire allocation will go towards this faculty position. In the future there may not be adequate funds to fully pay for a full-time Learning Specialist at Kelsey.

- The quantity of accommodation planning sessions for disabled students is increasing dramatically. The load has become unmanageable for the equity counsellor, consequently alternatives need to be examined so that the interactions between student, instructor and counsellor remain effective. Other counsellors are starting to take over initial meetings with disabled students and referring more involved situations to the equity counsellor. Equity students and potential students are very time demanding. The 2001 - 2002 academic year is bringing an increase of 14% to the disabled group. Concomitant to this is the increased demand on counsellors and learning specialists.

- Kelsey Campus will celebrate the tenth anniversary of the SIAST Education Equity Program in the fall of this year with the official unveiling of an Aboriginal mural and welcome back barbecue for students, faculty and staff.

- The GETT Program was canceled this year due to the extensive renovations at Kelsey Campus and the involvement of faculty in rewriting of curriculum for programs involved in GETT. Last year the GETT Program occurred during renovations and this was problematic for all parties. The GETT Coordinator from last year recommended canceling GETT due to the extent of renovations and lack of faculty to work with the girls. The recent GETT review also suggests that the mini GETT camps are not as productive as the regular GETT Program. The Kelsey Education Equity Committee will have to examine this report and make a recommendation for the GETT Program for the 2001-2002 academic year.

- Continued vigilance occurs with regard to physical renovations on campus. A wheelchair lift was installed for access to the second floor that lacked elevator access; consultations with the fire marshal occurred regarding the installation of automatic door openers on fire doors; and areas being renovated bear in mind access for the disabled.

9.3 PALLISER CAMPUS

9.3.1 Palliser Campus Projects

Girls Exploring Trades and Technologies (GETT) Camp

A GETT Coordinator was hired to set up and supervise GETT camps. Seventy-two young women from grade 7/8 participated.

Learning Specialist

The Learning Specialist position was increased from 40% to full-time. Hired tutors, invigilators, scribes and readers for exams required by equity students.

10th Anniversary Celebration

The anniversary celebration of Education Equity included a luncheon, addresses by dignitaries and graduates, and cultural entertainment.

9.3.2 Palliser Campus Activities

- Education Equity presentations in classrooms were made upon request.
- The Education Equity Counsellor was the editor of the Communicator.
- Sponsored Basic Education students to go on a cultural trip to Wood Mountain National Park.
- Purchased enlarged keyboard stickers for a visually impaired student.
- Purchased special tables for a student using a wheelchair.
- Provided test supplies for the Learning Specialist.
- Worked with Job Start/Future Skills to provide information on Equity and accommodations for students.
- Purchase of the following equipment: Kurzweil Reader, Dragon dictate, headphones, tape recorder.
- The Education Equity Counsellor was the SIAST's representative to AGEN.

- Liaison with career fair employee representatives.

- Liaison with agencies including: SDHHS (Saskatoon/Regina), CNIB, Worker's Compensation Board, Student Loans, EAPD, Career Headways, Apprenticeship Board, CanSask. Career Centres.

9.3.3 Palliser Campus Issues

- The need for a Learning Centre is a high priority.

9.4 WASCANA CAMPUS

9.4.1 Wascana Campus Projects

Tutor Support

Provided tutor, recorder, note taking and interpreting services to numerous full-time and Extension students. Tutoring services are offered on an individual or small group basis to students experiencing barriers to their success in specific areas of their academic pursuit. Although some tutoring is around basic academic skills, most tutoring arrangements involve tutors with program content knowledge to provide short-term assistance to a student to master a specific area of knowledge or skill. Usually, this represents a barrier presented as a result of a learning disability or academic deficit related to the student's equity status. This project has been extremely successful in assisting students to overcome these barriers.

Metis and Indian Cultural Events

This initiative has once again been well received by students and staff. The opportunity to take part in a variety of events that are designed to enhance knowledge of and pride in Aboriginal cultures. Through an agreement with Basic Education, a part-time administrative support position was put in place to assist with planning these events for a portion of the year.

Dental Hygiene Workshop

A workshop was presented by the Reel Anti-Suppressant Popular Theatre Group where students experience, feel and then discuss discrimination. This workshop is becoming a yearly event and may be offered to students in other Health Sciences programs in the coming year.

Aboriginal Cultural Awareness Event

The 11th Annual Aboriginal Cultural Awareness Event was held at Wascana Campus for partners to network with government agencies, education institutions, students, staff and community organizations via workshops, displays, and cultural activities. This event has a long history on our campus of raising awareness and promoting pride in the Aboriginal cultures represented among our students and staff.

Orientation Programs for Women

Women in Trades Exploratory Programs are six week, interactive, evening classes in shop skills and related career training information, followed by individualized information sessions.

Several, three hour career information workshops were held on campus and for community agencies, to assist women in assessing their suitability for further training in industrial or technical occupations.

Three, one week Girls Exploring Trades and Technology (GETT) camps provide opportunities for 30 grade 7 and 8 girls to explore occupations and skills in industrial and technology occupations under the guidance of female role models. This year was the 10th anniversary of GETT camps with an alumnae reunion held to mark the event.

Wascana Campus partnered with Skills Canada and SaskWITT to coordinate a young woman's conference that involved exploration of industrial and technical careers for grade 11 and 12 girls in southern Saskatchewan.

9.4.2 Wascana Campus Activities

- A smudging ceremony for the new Wascana Campus was conducted by visiting Elders as part of the grand opening ceremonies in September.

- Held grand opening for the Aboriginal Cultural Centre on our new campus. There was a short program including visiting elders, a blessing of the facility and a feast.

- Nursing Education Program of Saskatchewan at the Wascana Campus invited our Counsellor for Aboriginal Students to present classes to nursing students on "Counselling Aboriginal People".

- Talking Circles are held regularly and are open to all Wascana students and provided through Basic Education.

- The Wascana Campus Education Equity Committee, in partnership with the Campus Director's office has assisted in the development of a space for use by students with physical disabilities requiring attendant services. The facility provides an area for eating and receiving personal care and will be equipped with a sink, washer/dryer, stretching tables and accessible washroom and shower facilities.

- Education Equity information sessions were provided for all students entering Wascana. These sessions are provided as part of the student orientations.

- Continued liaison with funding and advocacy agencies with a view to providing increased access to equity students.

- Organized spend-a-day experiences as well as individual program orientations and campus tours to assist equity students in program selection.

- Continued work with the SIAST Education Equity Committee to ensure common practice across the province with respect to equity policies and service offerings.

- Equity sensitive counselling services provided to all students.

9.4.3 Wascana Campus Issues

- Continued discussion with senior management to ensure the goals of Education Equity are well understood and supported.

- The new Wascana Campus facility did not include replacement of the carpentry shop located at the Winnipeg North Centre. This facility was extensively used for our orientation programs for women. Although there is a SIAST carpentry facility off-site (Pakwa Park), it is not as conducive to our women's programming due to location and isolation from the other shop facilities at the main campus. We are still working to address this situation.

- We are working with the campus facilities people to develop a "depot" for storage and tracking of equity adaptive equipment purchased for student use through equity. This should be in place by fall 2001.

9.5 WOODLAND CAMPUS

9.5.1 Woodland Campus Projects

Application Fee Sponsorship

This provided the means for Aboriginal students to apply for technical programs.

Learning Accommodation Tutors

Tutoring is provided to students diagnosed with learning disabilities or intellectual disabilities in all program areas. (Technical, Basic Education, Apprentice and Extension programs)

Elders

Elders provided counselling and cultural support services to Aboriginal students and staff.

Aboriginal Tutors

Tutoring assistance in this area was increased to meet the increased need for assistance to students with math, reading and written work.

Office Technology Tutor

Aboriginal students in the Office Technology Program received tutoring specific to grammar and writing, as per need.

Learning Specialist

Testing, planning and instructor support for students with learning disabilities is provided by the Learning Specialist. Partial funding from Education Equity.

Annual Aboriginal Cultural Awareness Event 2001

"Traditions Past, Present and Future" & "Building Pride Through Culture"

This one-day event included workshops and cultural activities to enhance staff and students awareness of Aboriginal cultures and to promote a sense of pride in all participants.

9.5.2 Woodland Campus Activities

- ACAP (Aboriginal Cultural Awareness Program) Training Workshops were provided for the Integrated Resource Management (IRM) Program students and some Woodland campus faculty.
- The Aboriginal Activity Centre continued to provide cultural, academic, social and spiritual supports to all students.
- The campus Education Equity Committee welcomed new members.
- The Education Equity Handbooks were used as a reference and resource to aid many faculty instructing equity students.
- "Walk the Talk" held as an Elimination of Racism event.
- Ergonomic keyboard, designed to assist students with physical disabilities or chronic injury, was purchased.

9.5.3 Woodland Campus Issues

- The Academic Centre and the Technical Centre are about a block apart. The pathway between them goes through a graveled parking lot. The gravel makes it difficult to cross for individuals in a wheelchair or on crutches.
- The need for testing and tutoring is increasing yearly.
- There is a need for a Cree/Dene speaking tutor.
- A possible future need for a mechanical lift to assist wheelchair students in using the washroom facilities.
- Support for women in predominantly male programs is needed. Initiatives to be planned for 2001/02.
- Elder Services/Aboriginal Spiritual Advisor support to students and staff is needed on a daily basis.

10.0 HIGH COST ACCOMMODATIONS

The High Cost Student Fund was developed in 1995-96 to provide SIAST with a mechanism to respond to requests for service or technical aids that are not currently covered under the Special Fund or the Funding For Learning Accommodations, or that are not funded elsewhere. The fund was renamed High Cost Accommodations in March, 1998. This fund directly addresses the unique problem of high cost accommodations which is a barrier to access for persons with disabilities.

This funding is for individual student accommodations related to an academic need. The fund provides two main types of accommodations: "people" supports (attendant care, interpretive services) and technical equipment (which becomes the property of the SIAST Education Equity Program).

In April, 1998, the SIAST Education Equity Committee moved to suspend the funding to High Cost Accommodations for the 1998-99 budget year pending a review.

Recommendations of this review include:

1. That discussions take place between SIAST and Post Secondary Education and Skills Training regarding:

    - Provision of high cost accommodations
    - Appropriate funding mechanism and allocation for SIAST Education Equity accommodations

2. That a workable Student Management Plan for equity students generally and high cost students specifically, be developed to address issues of:

    - Accommodation
    - Efficient utilization of service providers

3. That discussions take place between SIAST, Post Secondary Education and Skills Training and the Union regarding:

    - Equity service providers who are not SIAST employees, but are working on campuses, giving rise to issues of:

        - Supervision
        - Quality control
        - Facility usage
        - Insurance/occupational health and safety

11.0 FUNDING FOR LEARNING ACCOMMODATIONS

In 1994-95 the Direct Student Access Fund was established for students to apply for funds for program related accommodations when other funds are not available. The name of the fund was changed to Funding for Learning Accommodations in March, 1998. The Campus Education Equity Committee approves applications for funding. A maximum of $1,500 is available to a student in each fiscal year. Wherever possible, student accommodations are provided for several students simultaneously to maximize resources.

Each Campus Education Equity Committee was allocated $12,000 for Direct Student Access in 2000-01. When these funds are exhausted the committees re-allocate special project funds to carry through to year-end. This fund is not the only SIAST source of individual student accommodation. Each campus allocates money to the equity committees, counselling departments and equity staff from their core budgets for this purpose. The actual amount spent on program related accommodations well exceeds the $48,000 provided under the Direct Student Access Fund.

Individual support services (care-givers) are provided as are capital equipment (computers, software and enhancements, telewriters); enhancements to student workstations and ergonomic postural supports. Such equipment becomes the property of the Campus Education Equity Committee.

The SIAST Education Equity Program has special measures in place which seek to ensure equitable access and opportunity for education and training in SIAST programs. Funding for Learning Accommodations is designed to allow individual members of designated student groups to apply for accommodations that meet their individual needs.

12.0 SIAST AND DUMONT TECHNICAL INSTITUTE

12.1 FEDERATION AGREEMENT

A federation agreement between SIAST and the Dumont Technical Institute (DTI) was signed in June 1994. The federation agreement was repeated for 2000-01. Through this federation agreement DTI is able to offer a wide range of accredited skills training throughout Saskatchewan.

DTI purchases BE training seats from the Regional Colleges and SIAST campuses.

13.0 TERMS AND CONDITIONS FOR THE CONTINUED APPROVAL OF THE SIAST EDUCATION EQUITY PROGRAM

Pursuant to **Regulation 42** of **The Saskatchewan Human Rights Code**, that the Saskatchewan Human Rights Commission continues approval of the Education Equity Program of the Saskatchewan Institute of Applied Science and Technology (SIAST) with the following terms and conditions for 2000/2001.

1. SIAST will provide an annual report by October 31, 2001. This report will include information on actions taken during the year to implement the plan, progress made, difficulties encountered and any changes to the plan under consideration.

2. The annual report will include statistics for Aboriginal persons, persons with disabilities, female persons and visible minority persons. It will show application process, enrollment, graduation and leaver reporting. This information will be provided for SIAST and each of its divisions.

3. The annual report will continue to provide information on the following:

    - Agreements between SIAST and Dumont Technical Institute.
    - Accommodations of students with disabilities, including students with intellectual disabilities.
    - Under-representation of female students in courses attended predominately by male students, i.e. courses with less than 45 percent female students.
    - Expansion of its Education Equity Programs to Adult Basic Education (ABE) and Extension Programs.

4. SIAST will report on specific measures developed to reduce barriers to designated student groups.

5. SIAST will report on progress in identifying and removing systemic barriers in pre-admission and post-admission entry tests and curricula.

6. SIAST will report on the functions of the SIAST Education Equity Program committees.

7. SIAST will continue to consult with the Commission on its review of High Cost Student Fund.

8. SIAST will report on staff training in relation to education equity provided in the 2000/2001 academic year.

9. SIAST will report on the application of the policy on accommodation for students with disabilities to meet certification requirements.

APPENDIX A

SIAST-WIDE DESIGNATED STUDENT GROUP PARTICIPATION

SIAST-WIDE APPLICATIONS 2000-01

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Kelsey									
Community Services	770	122	15.8	49	6.4	12	1.6	570	74.0
Industrial Training	679	56	8.2	32	4.7	13	1.9	25	3.7
Nursing	473	57	12.1	10	2.1	14	3.0	439	92.8
Science and Health	901	45	5.0	20	2.2	15	1.7	724	80.4
Technology	507	34	6.7	23	4.5	17	3.4	53	10.5
Kelsey Total	**4009**	**367**	**9.2**	**155**	**3.9**	**74**	**1.8**	**2425**	**60.5**
Palliser									
Business	1077	41	3.8	50	4.6	38	3.5	527	48.9
Community Services	50	5	10.0	4	8.0	0	0	28	56.0
Industrial Training	143	10	7.0	5	3.5	5	3.5	13	9.1
Technology	634	33	5.2	27	4.3	11	1.7	100	15.8
Palliser Total	**1904**	**89**	**4.7**	**86**	**4.5**	**54**	**2.8**	**668**	**35.1**
Wascana									
Agriculture	46	3	6.5	1	2.2	0	0	9	19.6
Business	298	59	19.8	21	7.0	16	5.4	278	93.3
Community Services	284	25	8.8	16	5.6	6	2.1	210	73.9
Industrial Training	233	28	12.0	14	6.0	7	3.0	15	6.4
Nursing	575	34	5.9	8	1.4	33	5.7	509	88.5
Science and Health	851	61	7.2	25	2.9	15	1.8	558	65.6
Technology	85	13	15.3	8	9.4	8	9.4	2	2.4
Wascana Total	**2425**	**237**	**9.8**	**95**	**3.9**	**85**	**3.5**	**1628**	**67.1**
Woodland									
Ag. and Business	220	102	46.4	14	6.4	8	3.6	149	67.7
Community Services	464	218	47.0	25	5.4	12	2.6	270	58.2
Industrial Training	99	53	35.5	3	3.0	0	0	6	6.0
Science and Health	56	26	46.4	4	7.1	1	1.8	49	87.5
Technology	233	65	27.9	6	2.6	6	2.6	54	23.2
Woodland Total	**1080**	**467**	**43.2**	**53**	**4.9**	**27**	**2.5**	**536**	**49.7**
Meadow Lake									
Ag. and Business	29	22	75.9	0	0	0	0	22	75.9
Community Services	15	13	86.7	0	0	0	0	11	73.3
Technology	24	6	25.0	0	0	1	4.2	1	4.2
Industrial Training	40	11	27.5	0	0	0	0	1	2.5
Meadow Lake Total	**108**	**52**	**48.1**	**0**	**0**	**1**	**1.0**	**35**	**32.4**
SIAST-WIDE TOTAL	**9526**	**1212**	**12.7**	**389**	**4.1**	**241**	**2.5**	**5292**	**55.6**

SIAST-WIDE ENROLLMENT 2000-01

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Kelsey									
Community Services	382	43	11	32	8	7	2	272	71
Industrial Training	264	19	7	15	6	3	1	18	7
Nursing	329	35	11	4	1	7	2	303	92
Science and Health	302	26	9	18	6	9	3	251	83
Technology	324	22	7	16	5	5	2	52	16
Extension	862	44	5	12	1	9	1	778	90
Cert/Diploma Total	**2463**	**189**	**8**	**97**	**4**	**40**	**2**	**1674**	**68**
Apprenticeship									
Community Service	48	4	8	1	2	1	2	20	42
Industrial Training	1306	59	5	29	2	6	0	25	2
Technology	12	2	17	1	8	0	0	9	75
Extension	12	0	0	0	0	0	0	0	0
Apprenticeship Total	**1378**	**65**	**5**	**31**	**2**	**7**	**1**	**54**	**4**
ABE Total	**864**	**400**	**46**	**25**	**3**	**7**	**1**	**530**	**61**
Kelsey Total	**4705**	**654**	**14**	**153**	**3**	**54**	**1**	**2258**	**48**

SIAST-WIDE ENROLLMENT 2000-01

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Palliser									
Ag. and Business	817	23	3	34	4	22	3	406	50
Community Services	39	3	8	5	13	3	8	21	54
Industrial Training	86	7	8	1	1	1	1	5	6
Technology	662	30	5	31	5	14	2	95	14
Extension	254	63	25	4	2	0	0	137	54
Cert/Diploma Total	**1858**	**126**	**7**	**75**	**4**	**40**	**2**	**664**	**36**
Apprenticeship									
Community Service	67	4	6	0	0	2	3	27	40
Industrial Training	481	16	3	8	2	3	1	7	1
Technology	520	16	3	1	0	2	0	4	1
Extension	12	8	67	0	0	1	8	0	0
Apprenticeship Total	**1080**	**44**	**4**	**9**	**1**	**8**	**1**	**38**	**4**
ABE Total	**257**	**53**	**21**	**28**	**11**	**7**	**3**	**145**	**56**
Palliser Total	**3195**	**223**	**7**	**32**	**1**	**55**	**2**	**847**	**27**

SIAST-WIDE ENROLLMENT 2000-01

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Wascana									
Agriculture	42	3	7	1	2	0	0	5	12
Business	283	48	17	26	9	8	3	275	97
Community Services	138	7	5	12	9	1	1	94	68
Industrial Training	219	29	13	14	6	7	3	11	5
Nursing	384	23	6	8	2	11	3	356	93
Science and Health	353	25	7	9	3	10	3	223	63
Technology	119	11	9	33	28	6	5	6	5
Extension	312	52	17	10	3	6	2	260	83
Cert/Diploma Total	**1850**	**198**	**11**	**113**	**6**	**49**	**3**	**1230**	**66**
Apprenticeship									
Agriculture	58	1	2	0	0	0	0	31	53
Industrial Training	24	0	0	0	0	0	0	0	0
Apprenticeship Total	**82**	**1**	**1**	**0**	**0**	**0**	**0**	**31**	**38**
ABE Total	**908**	**266**	**29**	**103**	**11**	**114**	**13**	**505**	**56**
Wascana Total	**2840**	**465**	**16**	**216**	**8**	**163**	**6**	**1766**	**62**

SIAST-WIDE ENROLLMENT 2000-01

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Woodland									
Business	175	71	41	16	9	3	2	118	67
Community Services	366	177	48	25	7	2	1	218	60
Health and Science	20	7	35	2	10	0	0	19	95
Industrial Training	80	34	43	9	11	0	0	5	6
Technology	138	36	26	9	7	1	1	22	16
Extension	352	96	27	8	2	1	0	111	32
Cert/Diploma Total	**1131**	**421**	**37**	**69**	**6**	**7**	**1**	**493**	**44**
Apprenticeship									
Community Services	14	4	29	0	0	0	0	9	64
Industrial Training	158	17	11	2	14	0	0	1	1
Technology	74	5	7	0	0	0	0	2	3
Extension	54	7	13	0	0	0	0	1	2
Apprenticeship Total	**300**	**33**	**11**	**2**	**1**	**0**	**0**	**13**	**4**
Meadow Lake									
Business	25	19	76	0	0	0	0	22	88
Community Services	15	14	93	0	0	0	0	14	93
Technology	12	5	42	0	0	0	0	1	8
Industrial Training	26	7	27	0	0	0	0	1	4
Meadow Lake Total	**78**	**45**	**58**	**0**	**0**	**0**	**0**	**38**	**49**
Apprenticeship									
Community Services	13	3	23	0	0	0	0	12	92
Industrial Training	1	1	6	0	0	0	0	0	0
Apprenticeship Total	**14**	**4**	**29**	**0**	**0**	**0**	**0**	**12**	**86**
ABE Total	**464**	**381**	**82**	**22**	**5**	**1**	**0**	**307**	**66**
Woodland Total	**1987**	**884**	**44**	**93**	**5**	**8**	**0**	**1063**	**53**
SIAST-WIDE TOTAL	**12727**	**2226**	**18**	**494**	**4**	**280**	**2**	**5934**	**47**

SIAST-WIDE GRADUATES 2000-01

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Kelsey									
Community Services	182	15	8	10	5	2	1	133	73
Industrial Training	178	9	5	4	2	3	2	9	5
Science and Health	114	10	9	8	7	6	5	101	89
Technology	134	7	5	4	3	2	1	23	17
Extension	567	43	8	13	2	4	0	522	92
Kelsey Total	**1175**	**84**	**7**	**39**	**3**	**17**	**1**	**788**	**67**
Palliser									
Ag. and Business	317	7	2	9	3	9	3	172	54
Community Services	28	2	7	3	10	2	7	16	57
Industrial Training	67	4	6	0	0	1	1	4	6
Technology	171	8	5	2	1	3	2	35	20
Extension	179	30	17	3	2	3	2	105	59
Palliser Total	**762**	**51**	**7**	**17**	**22**	**18**	**2**	**332**	**44**
Wascana									
Agriculture	24	1	4	1	4	0	0	3	13
Business	130	14	11	9	7	1	1	129	99
Community Services	78	3	4	5	6	0	0	57	73
Industrial Training	94	11	12	6	6	2	2	2	2
Nursing	40	2	5	0	0	0	0	34	85
Science and Health	321	15	5	2	1	5	2	163	51
Technology	31	4	13	9	29	1	3	3	10
Extension	149	26	17	4	3	3	2	124	83
Wascana Total	**867**	**76**	**9**	**36**	**4**	**12**	**1**	**515**	**59**
Woodland									
Business	98	25	26	3	3	1	1	74	76
Community Services	151	53	35	12	8	2	1	91	60
Industrial Training	46	14	30	6	13	0	0	5	11
Science and Health	13	2	15	2	15	0	0	12	92
Technology	58	8	14	0	0	0	0	12	21
Extension	426	91	21	6	1	2	0	62	15
Woodland Total	**795**	**193**	**24**	**28**	**4**	**5**	**0**	**256**	**32**
Meadow Lake									
Business	13	8	62	0	0	0	0	13	100
Community Services	7	6	86	0	0	0	0	6	86
Technology	11	5	45	0	0	0	0	1	9
Industrial Training	14	2	14	0	0	0	0	0	0
Meadow Lake Total	**45**	**21**	**47**	**0**	**0**	**0**	**0**	**20**	**44**
SIAST-WIDE TOTAL	**3644**	**425**	**12**	**120**	**3**	**52**	**1**	**1911**	**52**

SIAST-WIDE PERCENTAGE
WOMEN STUDENTS IN PREDOMINATELY MALE PROGRAMS 2000-01

TABLE D6: Percentage of Women Students in Predominately Male Programs						
	Applicants		Enrolled		Graduates	
Campus/Division	99-00	00-01	99-00	00-01	99-00	00-01
Kelsey Campus						
Community Services	16.0	6.9	19.0	4.8	12.5	0
Industrial Training	4.7	3.7	7.6	6.8	4.0	5.1
Technology	7.9	11.3	9.0	8.9	9.1	8.1
Palliser Campus						
Industrial Training	6.4	9.1	8.0	5.8	6.7	6.0
Technology	13.7	15.8	17.1	14.4	19.5	20.5
Wascana Campus						
Agriculture	11.8	19.6	15.8	11.9	16.0	12.5
Community Services	39.4	37.8	41.0	22.2	64.0	20.0
Industrial Training	4.0	6.4	6.1	5.0	6.3	2.1
Health Sciences	39.0	43.4	35.9	38.3	36.3	30.5
Technology	2.7	2.4	6.7	5.0	18.7	9.7
Woodland Campus						
Community Services	32.0	40.6	49.0	38.0	48.0	56.7
Industrial Training	4.8	5.0	3.4	5.7	3.5	8.3
Technology	16.1	21.4	17.9	15.3	16.4	18.8

APPENDIX B

DESIGNATED STUDENT GROUP PARTICIPATION BY PROGRAM

B1	Kelsey Campus
B2	Palliser Campus
B3	Wascana Campus
B4	Woodland Campus
B5	SIAST-Wide Withdrawal

APPENDIX B1

DESIGNATED STUDENT GROUP PARTICIPATION BY PROGRAM

SIAST Kelsey Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS BY DIVISION/PROGRAM (Kelsey Campus)

01-July-00 to 30-June-01

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Community Service						
Early Childhood Education	1	100	98	13	2	6
Early Childhood Education	2	18	17	5	0	2
Food and Nutrition Management	1	28	22	5	3	2
Food and Nutrition Management	2	2	2	0	0	0
Hotel and Restaurant Administration	1	64	44	10	1	3
Hotel and Restaurant Administration	2	4	2	0	0	0
Library Technician	1	14	10	0	0	2
Meat Processing	1	3	0	1	0	0
Professional Cooking	1	72	26	19	0	5
Recreation and Leisure	1	41	23	4	1	1
Recreation and Leisure	2	1	1	1	0	0
Rehabilitation Worker	1	82	72	7	1	13
Rehabilitation Worker	2	9	8	1	1	0
Retail Meatcutting	1	29	2	4	0	0
Teacher Assistant	1	49	45	12	2	2
Tourism Management	1	64	38	5	0	2
Tourism Management	2	2	2	0	0	0
Therapeutic Recreation	1	39	35	3	0	2
Youth Care Worker	1	128	106	30	1	7
Youth Care Worker	2	21	17	2	0	2
Community Service Total		**770**	**570**	**122**	**12**	**49**
Industrial Training						
Agricultural Machinery Technician	1	44	0	0	1	3
Auto Body Technician	1	46	1	4	0	2
Automotive Service Technician	1	82	8	10	5	4
Automotive Service Technician	2	1	0	0	0	0
Automotive Service Technology	2	18	0	0	0	1
Heavy Equipment Mechanics	1	118	5	16	0	7
Industrial Mechanics	1	111	3	9	2	4
John Deere Agriculture Technician	1	10	0	0	0	0
Machine Shop	1	48	0	2	2	1
Parts Management Technician	1	48	4	3	0	6
Refrigeration/Air Conditioning	1	44	0	1	1	1
Welding	1	109	4	11	2	3
Industrial Training Total		**679**	**25**	**56**	**13**	**32**

APPLICATION STATISTICS (Kelsey Campus)

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Nursing						
Nursing	1	467	433	57	14	10
Nursing	2	6	6	0	0	0
Nursing Total		**473**	**439**	**57**	**14**	**10**
Science and Health						
Biotechnology	1	55	39	2	1	1
Combined Lab/X-ray Technician	1	111	90	8	1	3
Chemical Technology	1	36	12	5	1	4
Home Care/Special Care Aide	1	56	52	11	2	5
Medical Laboratory Technology	1	138	115	6	2	3
Medical Radiological Technology	1	349	275	10	5	12
Pharmacy Technician	1	70	60	2	2	2
Veterinary Technology	1	86	81	1	1	0
Science and Health Total		**901**	**724**	**45**	**15**	**30**
Technology						
CAD/CAM Engineering Technology	1	56	9	3	3	6
Computer Systems Technology	1	167	26	11	10	8
Computer Systems Technology	2	2	1	0	0	1
Electronic Systems Engineering	1	24	0	1	0	0
Electronic Systems Engineering	2	1	0	0	0	0
Industrial Electronics	1	10	1	1	0	0
Electronics Technician	1	11	2	1	0	0
Mechanical Engineering	1	62	4	7	2	1
Mechanical Engineering	2	3	0	0	0	0
Power Engineering	1	83	3	3	1	2
Power Engineering	2	28	3	3	0	1
Process Operator	1	60	4	4	1	4
Technology Total		**507**	**53**	**34**	**17**	**23**
KELSEY APPLICATION TOTAL		**4009**	**2425**	**367**	**74**	**155**

ENROLLMENT STATISTICS BY DIVISION/PROGRAM (Kelsey Campus)

01-July-00 to 30-June-01

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Community Service										
Early Childhood Education	1	23	3	13	2	9	0	0	22	96
Early Childhood Education	2	21	3	14	2	10	1	5	21	100
Food and Nutrition Management	1	18	1	6	0	0	0	0	16	89
Food and Nutrition Management	2	16	1	6	1	6	1	6	13	81
Hotel and Restaurant Administration	1	33	5	15	1	3	0	0	23	70
Hotel and Restaurant Administration	2	23	2	9	1	4	1	4	15	65
Library Technician	1	29	1	3	6	21	0	0	22	76
Library Technician	2	1	0	0	1	100	0	0	1	100
Professional Cooking	1	36	5	14	4	11	0	0	20	56
Recreation and Leisure	1	27	1	4	2	7	1	4	15	56
Recreation and Leisure	2	25	2	8	2	8	0	0	15	60
Rehabilitation Worker	1	32	5	16	4	13	1	3	28	88
Rehabilitation Worker	2	8	2	25	0	0	0	0	8	100
Retail Meatcutting	1	21	3	14	1	5	1	5	1	5
Tourism Management	1	9	1	11	1	11	0	0	5	56
Therapeutic Recreation	1	1	1	100	0	0	0	0	1	100
Therapeutic Recreation	2	18	3	17	1	6	1	6	15	83
Youth Care Worker	1	24	3	13	2	8	0	0	17	71
Youth Care Worker	2	17	1	6	1	6	0	0	14	82
Community Service Total		**382**	**43**	**11**	**32**	**8**	**7**	**2**	**272**	**71**
Industrial Training										
Agricultural Machinery Technician	2	18	0	0	0	0	0	0	0	0
Auto Body Technician	1	14	4	29	1	7	0	0	2	14
Automotive Service Technician	1	25	1	4	1	4	0	0	0	0
Automotive Service Technology	2	13	1	8	1	8	1	8	0	0
Heavy Equipment Mechanics	1	53	4	8	2	4	0	0	0	0
Industrial Mechanics	1	14	1	7	1	7	0	0	0	0
Machine Shop	1	24	1	4	2	8	1	4	1	4
Parts Management Technician	1	30	1	3	6	20	0	0	8	27
Refrigeration/Air Conditioning	1	12	0	0	1	8	0	0	0	0
Welding	1	40	5	13	0	0	1	3	7	18
Industrial Training Total		**264**	**19**	**7**	**15**	**6**	**3**	**1**	**18**	**7**

ENROLLMENT STATISTICS (Kelsey Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Nursing										
Nursing	1	154	18	12	1	1	1	1	148	96
Nursing	2	175	17	10	3	2	6	3	155	89
Nursing Total		**329**	**35**	**11**	**4**	**1**	**7**	**2**	**303**	**92**
Science and Health										
Biotechnology	1	30	2	7	3	10	1	3	22	73
Biotechnology	2	21	0	0	4	19	1	5	15	71
Combined Lab/X-ray Technician	1	35	2	6	0	0	1	3	33	94
Chemical Technology	1	21	3	14	0	0	0	0	9	43
Chemical Technology	2	23	1	4	4	17	1	4	15	65
Home Care/Special Care Aide	1	24	8	33	5	21	4	17	21	88
Medical Laboratory Technology	1	16	1	6	0	0	0	0	14	88
Medical Laboratory Technology	2	17	0	0	0	0	0	0	16	94
Medical Radiological Technology	1	21	1	5	0	0	0	0	17	81
Medical Radiological Technology	2	18	1	6	0	0	0	0	15	83
Pharmacy Technician	1	19	2	11	0	0	1	5	18	95
Veterinary Technology	1	30	4	13	0	0	0	0	30	100
Veterinary Technology	2	27	1	4	2	7	0	0	26	96
Science and Health Total		**302**	**26**	**9**	**18**	**6**	**9**	**3**	**251**	**83**
Technology										
CAD/CAM Engineering Technology	1	25	3	12	1	4	0	0	7	28
CAD/CAM Engineering Technology	2	25	2	8	1	4	0	0	6	24
Computer Systems Technology	1	50	5	10	5	10	2	4	15	30
Computer Systems Technology	2	38	1	3	3	8	1	3	16	24
Industrial Electronics Technician	1	37	5	14	2	5	2	5	2	5
Industrial Electronics Technology	2	24	0	0	2	8	0	0	0	0
Mechanical Engineering	1	39	0	0	1	3	0	0	0	0
Mechanical Engineering	2	25	0	0	0	0	0	0	0	0
Power Engineering	1	18	1	6	1	6	0	0	2	11
Power Engineering	2	20	1	5	0	0	0	0	3	15
Process Operator	1	23	4	17	0	0	0	0	1	4
Technology Total		**324**	**22**	**7**	**16**	**5**	**5**	**2**	**52**	**16**
KELSEY ENROLLMENT TOTAL		**2463**	**189**	**8**	**97**	**4**	**40**	**2**	**1674**	**68**

ENROLLMENT STATISTICS (Kelsey Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
APPRENTICESHIP										
Community Services										
Professional Cooking	1	10	1	10	0	0	0	0	0	0
Professional Cooking	2	12	1	8	0	0	0	0	6	50
Professional Cooking	3	14	2	14	1	7	1	7	7	50
Professional Cooking	U	12	0	0	0	0	0	0	7	58
Community Services Total		**48**	**4**	**8**	**1**	**2**	**1**	**2**	**20**	**42**
Industrial Training										
Autobody Technician	1	6	0	0	0	0	0	0	0	0
Autobody Technician	2	6	1	17	0	0	0	0	0	0
Autobody Technician	3	7	0	0	0	0	0	0	0	0
Autobody Technician	4	14	1	7	1	7	0	0	0	0
Agricultural Machinery Technician	1	8	0	0	0	0	0	0	0	0
Agricultural Machinery Technician	2	22	0	0	1	5	0	0	0	0
Agricultural Machinery Technician	3	33	0	0	2	6	0	0	0	0
Agricultural Machinery Technician	4	25	0	0	0	0	0	0	0	0
General Motors Apprenticeship	1	9	0	0	0	0	0	0	0	0
General Motors Apprenticeship	2	9	0	0	0	0	0	0	0	0
General Motors Apprenticeship	3	9	0	0	0	0	0	0	0	0
Automotive Service Technician	1	32	3	9	0	0	0	0	1	3
Automotive Service Technician	2	22	0	0	0	0	0	0	0	0
Automotive Service Technician	3	37	0	0	0	0	0	0	1	3
Automotive Service Technician	4	36	0	0	0	0	0	0	0	0
Heavy Equipment Mechanics	1	21	0	0	1	5	0	0	0	0
Heavy Equipment Mechanics	2	22	1	5	1	5	0	0	0	0
Heavy Equipment Mechanics	3	36	1	3	2	6	0	0	0	0
Heavy Equipment Mechanics	4	48	0	0	0	0	1	2	0	0
Industrial Mechanics	1	33	1	3	1	3	0	0	0	0
Industrial Mechanics	2	45	2	4	2	4	0	0	1	2
Industrial Mechanics	3	59	7	12	1	2	0	0	2	3
Industrial Mechanics	4	48	7	15	1	2	0	0	1	2
John Deere Agriculture Technician	1	7	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	2	8	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	3	8	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	4	12	0	0	0	0	0	0	0	0
Machine Shop	1	10	0	0	0	0	1	10	0	0
Machine Shop	2	12	2	17	0	0	0	0	0	0
Machine Shop	3	47	1	2	4	9	0	0	2	4
Machine Shop	4	35	1	3	1	3	1	3	1	3

ENROLLMENT STATISTICS (Kelsey Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Plumbing	1	94	2	2	0	0	1	1	1	1
Plumbing	2	80	9	11	4	5	1	1	1	1
Plumbing	3	54	5	9	2	4	0	0	1	2
Plumbing	4	47	3	6	1	2	0	0	1	2
Parts Management Technician	1	9	0	0	0	0	0	0	2	22
Parts Management Technician	2	12	1	8	0	0	0	0	3	25
Parts Management Technician	3	12	0	0	0	0	0	0	5	42
Refrigeration/Air Conditioning	1	19	0	0	0	0	0	0	0	0
Refrigeration/Air Conditioning	2	24	0	0	0	0	0	0	0	0
Refrigeration/Air Conditioning	3	10	1	10	1	10	1	10	0	0
Refrigeration/Air Conditioning	4	12	0	0	0	0	0	0	0	0
Sheet Metal	1	35	1	3	0	0	0	0	0	0
Sheet Metal	2	21	2	10	0	0	0	0	0	0
Sheet Metal	3	21	1	5	0	0	0	0	0	0
Sheet Metal	4	13	0	0	0	0	0	0	0	0
Steel Fabricator	1	8	0	0	0	0	0	0	2	25
Steel Fabricator	2	12	0	0	1	8	0	0	0	0
Steam/Pipefitting	1	13	0	0	0	0	0	0	0	0
Steam/Pipefitting	2	11	0	0	2	18	0	0	0	0
Steam/Pipefitting	3	14	1	7	0	0	0	0	0	0
Steam/Pipefitting	4	12	2	17	0	0	0	0	0	0
Welding	1	12	2	17	0	0	0	0	0	0
Welding	2	11	0	0	0	0	0	0	0	0
Welding	3	12	1	8	0	0	0	0	0	0
Welding	U	12	0	0	0	0	0	0	0	0
Industrial Training Total		**1306**	**59**	**5**	**29**	**2**	**6**	**0**	**25**	**2**
Technology										
Industrial Electronics Technician	1	12	2	17	1	8	0	0	9	75
Technology Total		**12**	**2**	**17**	**1**	**8**	**0**	**0**	**9**	**75**
KELSEY APPRENTICESHIP TOTAL		**1378**	**65**	**5**	**31**	**2**	**7**	**1**	**54**	**4**

ENROLLMENT STATISTICS (Kelsey Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
ADULT BASIC EDUCATION										
Unclassified	1	14	8	57	1	7	1	7	7	50
ABE 5 - 10	1	294	203	69	5	2	0	0	181	62
Adult 12	1	285	157	55	13	5	4	1	173	61
Employability/Life Skills	1	32	2	6	6	19	0	0	17	53
English Language Training	1	191	0	0	0	0	2	1	117	61
Literacy	1	48	30	63	0	0	0	0	35	73
ABE Total		**864**	**400**	**46**	**25**	**3**	**7**	**1**	**530**	**61**
EXTENSION										
Woodland										
Food and Beverage Service	1	1	1	100	0	0	0	0	1	100
Woodland Extension Total		**1**	**1**	**100**	**0**	**0**	**0**	**0**	**1**	**100**
Wascana										
Home Care/Special Care Aide	1	4	0	0	0	0	0	0	4	100
Teacher Assistant	1	24	3	13	1	4	0	0	23	96
Wascana Extension Total		**28**	**3**	**11**	**1**	**4**	**0**	**0**	**27**	**96**
Kelsey (Full-Time)										
Unclassified	1	9	1	11	0	0	1	11	1	11
Computer Works	1	2	0	0	0	0	0	0	1	50
Commercial Pilot	1	26	0	0	0	0	0	0	2	8
Early Childhood Education	1	8	0	0	1	13	0	0	8	100
Home Care/Special Care Aide	0	1	0	0	0	0	0	0	1	100
Home Care/Special Care Aide	1	136	9	7	1	1	1	1	124	91
Machine Shop	1	8	0	0	0	0	0	0	2	25
Rehabilitation Worker	1	25	4	16	0	0	0	0	24	96
Teacher Assistant	1	79	8	10	1	1	0	0	74	94
Youth Care Worker	1	11	1	9	1	9	0	0	10	91
Kelsey Extension (Full-Time) Total		**305**	**23**	**8**	**4**	**1**	**2**	**1**	**247**	**81**
Kelsey (Part-Time)										
Home Care Aide On-The-Job	1	81	3	4	1	1	1	1	78	96
Home Care Aide On-The-Job	1	1	0	0	0	0	0	0	1	100
Home Care/Special Care Aide	1	4	0	0	0	0	0	0	3	75
Home Care/Special Care OTJ	1	226	8	4	3	1	1	0	223	99
Special Care Aide	1	1	0	0	0	0	0	0	1	100
Special Care Aide On-The-Job	0	2	0	0	0	0	0	0	1	50
Special Care Aide On-The-Job	1	208	5	2	3	1	3	1	195	94
Special Care Aide On-The-Job	1	1	0	0	0	0	0	0	1	100
Kelsey Extension (Part-Time) Total		**524**	**16**	**3**	**7**	**1**	**5**	**1**	**503**	**96**

GRADUATE STATISTICS BY DIVISION/PROGRAM (Kelsey Campus)

01-July-00 to 30-June-01

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Community Service									
Early Childhood Education (1)	22	2	9.1	1	405	0	0	21	95.5
Early Childhood Education (2)	16	0	0	1	6.3	1	6.3	16	100.0
Food and Nutrition Management	8	0	0	1	12.5	0	0	6	75.0
Hotel and Restaurant Admin.	13	1	7.7	1	7.7	0	0	8	61.5
Library Information Technology	1	0	0	0	0	0	0	1	100.0
Professional Cooking	24	3	12.5	1	4.2	0	0	13	54.2
Recreation and Leisure	12	0	0	0	0	0	0	7	58.3
Rehabilitation Worker (1)	18	2	11.1	0	0	1	5.6	16	88.9
Rehabilitation Worker (2)	6	1	16.7	0	0	0	0	6	100.0
Retail Meatcutting	14	2	14.3	1	1.7	0	0	0	0
Therapeutic Recreation (1)	2	0	0	0	0	0	0	2	100.0
Therapeutic Recreation (2)	9	0	0	0	0	0	0	7	77.8
Youth Care Worker (1)	22	3	13.6	3	13.6	0	0	17	77.3
Youth Care Worker (2)	15	1	6.7	1	6.7	0	0	13	86.7
Community Service Total	**182**	**15**	**8.2**	**10**	**5.5**	**2**	**1.1**	**133**	**73.1**
Health and Science									
Biotechnology	14	0	0	0	0	1	7.1	9	64.3
Chemical Technology	12	1	8.3	3	25.0	0	0	10	83.3
Combined Lab/X-ray Technician	16	2	12.5	0	0	0	0	15	93.8
Home Care/Special Care Aide	18	5	27.8	4	22.2	3	16.7	16	88.9
Pharmacy Technician	33	2	6.1	0	0	2	6.1	31	93.9
Veterinary Technology	21	0	0	1	4.8	0	0	20	95.2
Health and Science Total	**114**	**10**	**8.8**	**8**	**7.0**	**6**	**5.3**	**101**	**88.6**
Industrial Training									
Agricultural Machinery Technician	16	0	0	0	0	0	0	0	0
Auto Body Technician	9	2	22.2	0	0	0	0	0	0
Automotive Service Technician	22	0	0	1	4.5	0	0	0	0
Automotive Service Technology	7	0	0	0	0	1	14.3	0	0
Heavy Equipment Mechanics	40	1	2.5	2	5.0	0	0	0	0
Industrial Mechanics	11	1	9.1	0	0	0	0	0	0
Machine Shop	20	1	5.0	0	0	1	5.0	1	5.0
Parts Management Technician	16	1	6.3	1	6.3	0	0	4	25.0
Refrigeration and Air Conditioning	9	0	0	0	0	0	0	0	0
Welding	28	3	10.7	0	0	1	3.6	4	14.3
Industrial Training Total	**178**	**9**	**5.1**	**4**	**2.2**	**3**	**1.7**	**9**	**5.1**

GRADUATE STATISTICS (Kelsey Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Technology									
CAD/CAM Engineering Tech.	12	1	8.3	0	0	0	0	1	8.3
Computer Systems Technology	35	1	2.9	2	5.7	1	2.9	15	42.9
Industrial Electronics Technician	8	0	0	0	0	1	12.5	2	25.0
Industrial Electronics Technology	14	0	0	1	7.1	0	0	0	0
Mechanical Engineering	15	0	0	0	0	0	0	0	0
Power Engineering (1)	16	0	0	1	6.3	0	0	2	12.5
Power Engineering (2)	12	1	8.3	0	0	0	0	2	16.7
Process Operator	22	4	18.2	0	0	0	0	1	4.5
Technology Total	**134**	**7**	**5.2**	**4**	**3.0**	**2**	**1.5**	**23**	**17.2**
FULL-TIME EXTENSION									
Chemical Technology	1	0	0	0	0	0	0	0	0
Early Childhood Development (1)	1	0	0	1	100.0	0	0	1	100.0
Early Childhood Development (2)	5	0	0	0	0	0	0	5	100.0
Home Care/Special Care Aide (1)	2	0	0	0	0	0	0	2	100.0
Home Care/Special Care Aide (2)	3	0	0	1	33.3	0	0	3	100.0
Home Care/Special Care Aide (3)	1	0	0	1	100.0	0	0	1	100.0
Home Care/Special Care Aide (4)	73	3	4.1	4	1.4	1	1.4	63	86.3
Library Technician	1	0	0	0	0	0	0	1	100.0
Machine Shop	7	0	0	0	0	0	0	1	14.3
Rehabilitation Worker (1)	1	0	0	0	0	0	0	1	100.0
Rehabilitation Worker (2)	16	2	12.5	0	0	0	0	15	93.8
Special Care Worker	1	0	0	0	0	0	0	1	100.0
Teacher Assistant (1)	20	3	15.0	0	0	0	0	19	95.0
Teacher Assistant (2)	42	4	9.5	0	0	0	0	39	92.9
Youth Care Worker	7	1	14.3	1	14.3	0	0	6	85.7
Full-Time Extension Total	**181**	**13**	**7.9**	**5**	**2.8**	**1**	**0**	**158**	**87.3**
PART-TIME EXTENSION									
Early Childhood Education	2	0	0	1	50.0	1	50.0	2	100.0
Food Service Worker	2	0	0	0	0	0	0	2	100.0
Home Care Aide	4	0	0	0	0	0	0	3	75.0
Home Care Aide (On-The-Job)	1	0	0	0	0	0	0	1	100.0
Home Care Aide (On-The-Job)	28	2	7.1	1	3.6	0	0	27	96.4
Home Care/Special Care Aide	137	19	13.9	1	.7	0	0	127	92.7
Home Care/Special Care (OTJ)	84	2	2.4	1	1.2	1	1.2	83	98.8
Rehabilitation Worker	2	0	0	0	0	0	0	2	100.0
Special Care Aide	19	3	15.8	0	0	1	5.3	17	89.5
Special Care Aide (On-The-Job)	1	0	0	0	0	0	0	1	100.0

GRADUATE STATISTICS (Kelsey Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Special Care Aide (On-The-Job)	68	3	4.4	1	1.5	0	0	62	91.2
Teacher Assistant	34	0	0	1	2.9	0	0	33	97.1
Youth Care Worker	3	1	33.3	1	33.3	0	0	3	100.0
Part-Time Extension Total	**386**	**30**	**7.8**	**8**	**2.1**	**3**	**0**	**364**	**94.3**

APPENDIX B2

DESIGNATED STUDENT GROUP PARTICIPATION BY PROGRAM

SIAST Palliser Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS BY DIVISION/PROGRAM (Palliser Campus)

01-July-00 to 30-June-01

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Business						
Accountancy	1	88	44	4	4	4
Accountancy	2	128	80	0	1	0
Administration	1	92	46	4	4	5
Administration	2	62	37	3	1	6
Computer Information Systems	1	124	29	4	13	9
Computer Information Systems	2	201	54	11	7	9
Financial Services	1	40	21	2	1	5
Financial Services	2	66	39	1	2	1
Human Resource Management	1	26	16	0	1	3
Human Resource Management	2	34	22	1	0	1
Marketing	1	58	27	4	0	1
Marketing	2	68	26	1	1	1
Office Automation/Administration	2	35	32	3	1	1
Office Education	1	55	54	3	2	4
Business Total		**1077**	**527**	**41**	**38**	**50**
Community Services						
Professional Cooking	1	50	28	5	0	4
Community Services Total		**50**	**28**	**5**	**0**	**4**
Industrial Training						
Auto Body Technician	1	20	0	1	1	0
Automotive Service Technician	1	28	2	3	1	1
Carpentry	1	55	9	3	2	2
Welding	1	40	2	3	1	2
Industrial Training Total		**143**	**13**	**10**	**5**	**5**
Technology						
Architectural and Building Technology	1	84	38	1	1	4
Architectural and Building Technology	2	3	1	0	0	0
Architectural and Building Technology	3	1	1	0	0	0
Advanced Video Systems	1	1	0	0	0	0
Computer Aided Design/Drafting	1	44	13	3	1	2
Computer Aided Design/Drafting	2	2	1	0	0	1
Computer Engineering	1	59	7	3	2	1
Computer Engineering	2	5	0	0	0	2
Computer Engineering	3	1	0	0	0	0

APPLICATION STATISTICS (Palliser Campus)

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Civil Engineering Technology	1	46	6	8	1	1
Civil Engineering Technology	2	2	0	0	0	0
Electrician	1	90	2	2	2	3
Electrical Engineering	1	37	1	1	0	3
Electronics Engineering	1	41	3	1	1	2
Electronics Engineering	2	3	0	1	0	1
Electronics Engineering	3	1	1	0	0	0
Environmental Engineering	1	40	16	7	1	2
Environmental Engineering	2	1	0	0	0	0
Electronics Service Technician	1	42	0	1	1	3
Geomatics Technology	1	16	3	0	0	0
Instrumentation Engineering	1	51	3	2	1	2
Instrumentation Engineering	2	11	1	1	0	0
Instrumentation Engineering	3	3	0	0	0	0
Water Resources Engineering	1	26	3	1	0	0
Water and Wastewater	1	24	0	1	0	0
Technology Total		**634**	**100**	**33**	**11**	**27**
PALLISER APPLICATION TOTAL		**1904**	**668**	**89**	**54**	**86**

ENROLLMENT STATISTICS BY DIVISION/PROGRAM (Palliser Campus)

01-July-00 to 30-June-01

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business										
Accountancy	2	105	1	1	4	4	1	1	65	62
Administration	2	55	1	2	2	4	2	4	19	35
Business Year 1	1	341	9	3	17	5	8	2	171	50
Computer Information Systems	2	145	3	2	6	4	6	4	39	27
Financial Services	2	33	0	0	0	0	0	0	19	58
Human Resource Management	2	23	4	17	0	0	0	0	18	78
Marketing	2	58	2	3	2	3	3	5	20	34
Office Automation/Administration	2	22	2	9	0	0	1	5	21	95
Office Education	1	35	1	3	3	9	1	3	34	97
Business Total		**817**	**23**	**3**	**34**	**4**	**22**	**3**	**406**	**50**
Community Services										
Professional Cooking	1	39	3	8	5	13	3	8	21	54
Community Services Total		**39**	**3**	**8**	**5**	**13**	**3**	**8**	**21**	**54**
Industrial Training										
Auto Body Technician	1	28	1	4	0	0	0	0	0	0
Automotive Service Technician	1	20	2	10	0	0	0	0	0	0
Carpentry	1	14	3	21	1	7	1	7	2	14
Welding	1	24	1	4	0	0	0	0	3	13
Industrial Training Total		**86**	**7**	**8**	**1**	**1**	**1**	**1**	**5**	**6**
Technology										
Architectural and Building Technology	1	32	2	6	3	9	0	0	14	44
Architectural and Building Technology	2	26	1	4	0	0	0	0	7	27
Architectural and Building Technology	3	20	2	10	0	0	0	0	8	40
Computer Aided Design/Drafting	1	27	0	0	2	7	1	4	3	11
Computer Aided Design/Drafting	2	21	1	5	2	10	1	5	6	29
Computer Aided Design/Drafting	3	22	2	9	0	0	0	0	9	41
Computer Engineering	1	34	2	6	2	6	3	9	2	6
Computer Engineering	2	18	1	6	4	22	0	0	0	0
Computer Engineering	3	13	1	8	0	0	1	8	2	15
Civil Engineering Technology	1	20	0	0	0	0	0	0	0	0
Civil Engineering Technology	2	18	1	6	0	0	0	0	4	22
Electrician	1	24	0	0	0	0	0	0	2	8

ENROLLMENT STATISTICS (Palliser Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Electrical Engineering	1	18	0	0	1	6	1	6	1	6
Electrical Engineering	2	19	0	0	2	11	2	11	1	5
Electrical Engineering	3	14	1	7	0	0	1	7	1	7
Electronics Engineering	1	31	3	10	3	10	1	3	2	6
Electronics Engineering	2	8	0	0	2	25	0	0	0	0
Electronics Engineering	3	10	0	0	0	0	1	10	1	10
Environmental Engineering	1	26	0	0	2	8	0	0	7	27
Environmental Engineering	2	14	1	7	0	0	0	0	3	21
Environmental Engineering	3	15	1	7	1	7	0	0	9	60
Electronics Service Technician	1	23	0	0	3	13	0	0	0	0
Electronics Service Technician	2	20	3	15	1	5	0	0	0	0
Geomatics Technology	2	7	0	0	0	0	0	0	0	0
Geomatics Technology	3	9	0	0	0	0	0	0	1	11
Instrumentation Engineering	1	32	2	6	2	6	0	0	1	3
Instrumentation Engineering	2	31	1	3	0	0	0	0	2	6
Instrumentation Engineering	3	19	1	5	0	0	0	0	0	0
Solid Waste Management	1	2	0	0	0	0	0	0	1	50
Water Resources Engineering	1	15	2	13	0	0	0	0	3	20
Water Resources Engineering	2	10	0	0	0	0	1	10	1	10
Water Resources Engineering	3	8	0	0	0	0	1	13	1	13
Water and Wastewater	1	41	1	2	1	2	0	0	0	0
Technology Total		**662**	**30**	**5**	**31**	**5**	**14**	**2**	**95**	**14**
PALLISER ENROLLMENT TOTAL		**1858**	**126**	**7**	**75**	**4**	**40**	**2**	**664**	**36**

ENROLLMENT STATISTICS (Palliser Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
EXTENSION										
Automotive Service Technician	1	9	4	44	0	0	0	0	1	11
Business	1	102	20	20	0	0	0	0	64	63
Computer Works	1	40	10	25	2	5	0	0	36	90
Office Automation/Administration	2	10	8	80	0	0	0	0	6	60
Office Education	1	8	0	0	0	0	0	0	8	100
Professional Cooking	1	10	1	10	0	0	0	0	7	70
Production Line Welding	1	12	2	17	0	0	0	0	2	17
Short Order Cooking	1	14	8	57	0	0	0	0	5	36
Social Housing	1	9	6	67	0	0	0	0	5	56
Welding	1	40	4	10	2	5	0	0	3	8
Extension Total		**254**	**63**	**25**	**4**	**2**	**0**	**0**	**137**	**54**
APPRENTICESHIP										
Extension										
Automotive Service Technician	1	1	0	0	0	0	0	0	0	0
Carpenter	2	9	8	89	0	0	1	11	0	0
Motor Vehicle Body Repair	1	2	0	0	0	0	0	0	0	0
Extension Total		**12**	**8**	**67**	**0**	**0**	**1**	**8**	**0**	**0**
Community Services										
Cook	1	24	2	8	0	0	0	0	6	25
Cook	2	16	1	6	0	0	1	6	6	38
Cook	3	18	1	6	0	0	1	6	11	61
Cook	U	9	0	0	0	0	0	0	4	44
Community Services Total		**67**	**4**	**6**	**0**	**0**	**2**	**3**	**27**	**40**
Industrial Training										
Automotive Service Technician	0	1	0	0	0	0	0	0	0	0
Automotive Service Technician	1	23	0	0	0	0	0	0	0	0
Automotive Service Technician	2	20	1	5	0	0	0	0	0	0
Automotive Service Technician	3	32	1	3	1	3	0	0	0	0
Automotive Service Technician	4	22	0	0	3	14	0	0	1	5
Bricklayer	1	9	1	11	0	0	0	0	0	0
Bricklayer	2	5	0	0	0	0	0	0	0	0
Bricklayer	3	5	0	0	0	0	0	0	0	0
Carpenter	0	3	0	0	0	0	0	0	0	0
Carpenter	1	21	0	0	0	0	0	0	0	0
Carpenter	2	33	2	6	0	0	0	0	0	0
Carpenter	3	36	1	3	0	0	0	0	3	8
Carpenter	4	23	0	0	1	4	0	0	0	0
Carpenter	U	12	1	8	1	8	0	0	0	0

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Iron Worker	1	12	0	0	0	0	0	0	0	0
Iron Worker	2	11	1	9	0	0	1	9	0	0
Iron Worker	3	11	0	0	0	0	0	0	0	0
Motor Vehicle Body Repairer	1	12	1	8	0	0	0	0	1	8
Motor Vehicle Body Repairer	3	15	0	0	0	0	0	0	0	0
Motor Vehicle Body Repairer	4	15	0	0	1	7	0	0	0	0
Welding	0	2	0	0	0	0	0	0	0	0
Welding	1	32	0	0	1	3	0	0	0	0
Welding	2	44	1	2	0	0	0	0	0	0
Welding	3	70	6	9	0	0	1	1	2	3
Welding	U	12	0	0	0	0	1	8	0	0
Industrial Training Total		**481**	**16**	**3**	**8**	**2**	**3**	**1**	**7**	**1**
Technology										
Electrician	1	90	3	3	0	0	1	1	0	0
Electrician	2	127	3	2	0	0	0	0	3	2
Electrician	3	132	4	3	0	0	0	0	0	0
Electrician	4	117	6	5	1	1	0	0	1	1
Electrician	U	11	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	1	12	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	2	12	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	3	5	0	0	0	0	1	20	0	0
Industrial Instrument Mechanic	4	14	0	0	0	0	0	0	0	0
Technology Total		**520**	**16**	**3**	**1**	**0**	**2**	**0**	**4**	**1**
APPRENTICESHIP TOTAL		**1080**	**44**	**4**	**9**	**1**	**8**	**1**	**38**	**4**

ADULT BASIC EDUCATION

ABE 5 - 10	0	58	11	19	5	9	3	5	30	52
ABE 5 - 10	1	67	23	34	6	9	0	0	41	61
ABE 12	1	1	1	100	0	0	0	0	1	100
Adult 12	1	106	11	10	11	10	3	3	58	55
GED Preparation	1	4	1	25	1	25	0	0	2	50
Literacy	1	21	6	29	5	24	1	5	13	62
Adult Basic Education Total		**257**	**53**	**21**	**28**	**11**	**7**	**3**	**145**	**56**

GRADUATE STATISTICS BY DIVISION/PROGRAM (Palliser Campus)

01-July-00 to 30-June-01

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business									
Accountancy (1)	40	1	2.5	3	7.5	1	2.5	27	67.5
Accountancy (2)	17	0	0	1	5.9	0	0	12	70.6
Administration (1)	28	0	0	2	7.1	1	3.6	8	28.6
Administration (2)	2	0	0	0	0	0	0	0	0
Computer Information Systems (1)	69	0	0	1	1.4	4	5.8	12	17.4
Computer Information Systems (2)	21	1	4.8	0	0	1	4.8	9	42.9
Financial Services	28	0	0	0	0	0	0	16	57.1
Human Resource Management (1)	10	2	20.0	0	0	0	0	10	100.0
Human Resource Management (2)	3	0	0	0	0	0	0	2	66.7
Marketing (1)	29	0	0	1	3.4	1	3.4	9	31.0
Marketing (2)	4	0	0	0	0	0	0	3	75.0
Office Automation/Administration	17	1	5.9	0	0	0	0	17	100.0
Office Education	49	2	4.1	1	2.0	1	2.0	47	95.9
Business Total	**317**	**7**	**2.2**	**9**	**2.8**	**9**	**2.8**	**172**	**54.3**
Community Services									
Professional Cooking	28	2	7.1	3	10.7	2	7.1	16	57.1
Community Services Total	**28**	**2**	**7.1**	**3**	**10.7**	**2**	**7.1**	**16**	**57.1**
Industrial Training									
Auto Body Technician	16	1	6.3	0	0	0	0	0	0
Automotive Service Technician	17	0	0	0	0	0	0	0	0
Carpentry	13	2	15.4	0	0	1	7.7	2	15.4
Welding	21	1	4.8	0	0	0	0	2	9.5
Industrial Training Total	**67**	**4**	**6.0**	**0**	**0**	**1**	**1.5**	**4**	**6.0**
Technology									
Architectural & Building Technology	15	0	0	0	0	0	0	6	40.0
Computer Aided Design/Drafting	23	2	8.7	1	4.3	0	0	9	39.1
Computer Engineering	9	1	11.1	0	0	1	11.1	2	22.2
Civil Engineering Technology	15	1	6.7	0	0	0	0	3	20.0
Electrician	23	0	0	0	0	0	0	2	8.7
Electrical Engineering	14	1	7.1	0	0	1	7.1	1	7.1
Electronics Engineering	12	0	0	0	0	1	8.3	1	8.3
Electronic Service Technician	15	1	6.7	0	0	0	0	0	0
Environmental Engineering	14	1	7.1	1	7.1	0	0	9	64.3

GRADUATE STATISTICS (Palliser Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Geomatics Technology	9	0	0	0	0	0	0	1	11.1
Instrumentation Engineering	16	1	6.3	0	0	0	0	0	0
Water Resources Engineering	6	0	0	0	0	0	0	1	16.7
Technology Total	**171**	**8**	**4.7**	**2**	**1.7**	**3**	**1.8**	**35**	**20.5**
FULL-TIME EXTENSION									
Accounting Certificate Program	23	0	0	0	0	0	0	20	87.0
Automotive Service Technician	5	1	20.0	0	0	0	0	1	20.0
Business	6	0	0	0	0	0	0	5	83.3
Carpentry	10	5	50.0	0	0	0	0	0	0
Computer Works	42	7	16.7	1	2.4	1	2.4	38	90.5
Dispute Resolution	7	0	0	0	0	0	0	5	71.4
Human Resources (1)	9	0	0	0	0	1	11.1	9	100.0
Human Resources (2)	11	0	0	0	0	1	9.1	4	36.4
Office Education	12	6	50.0	0	0	0	0	10	83.3
Production Line Welding	10	1	10.0	0	0	0	0	2	20.0
Professional Cooking	8	1	12.5	0	0	0	0	6	75.0
Short Order Cooking	9	7	77.8	0	0	0	0	5	55.6
Welding	27	2	7.4	2	7.4	0	0	0	0
Extension (Full-time) Total	**179**	**30**	**16.8**	**3**	**1.7**	**3**	**1.7**	**105**	**58.7**
PALLISER GRADUATE TOTAL	**762**	**51**	**6.7**	**17**	**2.2**	**18**	**2.4**	**332**	**43.7**

APPENDIX B3

DESIGNATED STUDENT GROUP PARTICIPATION BY PROGRAM

SIAST Wascana Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS BY DIVISION/PROGRAM (Wascana Campus)

01-July-00 to 30-June-01

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Agriculture						
Agriculture Production	1	6	1	2	0	0
Beef Management	1	18	6	1	0	1
Farm Business Management	1	9	2	0	0	0
Farm Mechanics	1	13	0	0	0	0
Agricultural Total		**46**	**9**	**3**	**0**	**1**
Business						
Office Education	1	298	278	59	16	21
Business Total		**298**	**278**	**59**	**16**	**21**
Community Services						
Applied Photography	1	55	43	6	1	2
Early Childhood Education	1	73	71	8	1	5
Early Childhood Education	2	24	24	1	0	2
Graphic Arts Production	1	50	41	2	1	0
New Media Communications	1	82	31	8	3	7
Community Services Total		**284**	**210**	**25**	**6**	**16**
Health Sciences						
Dental Assisting	1	128	127	9	2	4
Dental Hygiene	1	121	120	11	4	2
Emergency Medical Technician	0	80	36	6	0	4
Emergency Medical Technician	1	307	143	25	3	5
EMT Advanced	1	69	24	2	1	1
EMT Paramedic	1	33	9	1	0	3
Health Information Services	1	50	46	2	2	5
Health Information Services	2	2	2	1	0	0
Intra-Oral Module	0	1	1	0	0	0
Occupational/Physical Therapist Asst.	1	60	50	4	3	1
Health Sciences Total		**851**	**558**	**61**	**15**	**25**
Industrial Training						
Auto Body Technician	1	42	0	6	2	2
Automotive Service Technician	1	48	3	6	2	5
Machine Shop	1	43	2	1	1	1
Outdoor Power Equipment	1	36	3	4	0	2
Welding	1	64	7	11	2	4
Industrial Training Total		**233**	**15**	**28**	**7**	**14**

APPLICATION STATISTICS (Wascana Campus)

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Nursing						
Advanced Clinical Nursing	1	10	10	1	1	0
Basic Critical Care Nursing	1	28	21	1	1	0
Gerontological Nursing	1	1	1	0	0	0
Nursing Re-entry	1	36	34	0	1	0
Nursing	1	282	249	19	13	2
Nursing	2	4	3	2	0	0
Operating Room Nursing & Tech/LPN	1	11	11	0	2	0
Operating Room Nursing & Tech/RN	1	18	15	0	1	0
Practical Nursing	1	142	127	9	10	4
Practical Nurse Re-entry	1	31	31	1	2	2
Psychiatric Nursing Re-entry	1	12	7	1	2	0
Nursing Total		**575**	**509**	**34**	**33**	**8**
Technology						
Building Systems Operator	1	2	0	1	0	1
Building Systems Technician	1	28	0	6	1	1
Electronic Communications Technician	1	55	2	6	7	6
Technology Total		**85**	**2**	**13**	**8**	**8**
WASCANA APPLICATION TOTAL		**2425**	**1628**	**237**	**85**	**95**

ENROLLMENT STATISTICS BY DIVISION/PROGRAM (Wascana Campus)

01-July-00 to 30-June-01

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Agriculture										
Agriculture Production	1	11	2	18	0	0	0	0	2	18
Beef Management	1	15	0	0	0	0	0	0	3	20
Farm Business Management	1	4	0	0	0	0	0	0	0	0
Farm Mechanics	1	12	1	8	1	8	0	0	0	0
Agriculture Total		**42**	**3**	**7**	**1**	**2**	**0**	**0**	**5**	**12**
Business										
Office Education	1	283	48	17	26	9	8	3	275	97
Business Total		**283**	**48**	**17**	**26**	**9**	**8**	**3**	**275**	**97**
Community Services										
Applied Photography	1	25	2	8	1	4	0	0	21	84
Early Childhood Education	1	29	3	10	2	7	0	0	29	100
Early Childhood Education	2	13	0	0	4	31	0	0	13	100
Graphics Arts Production	1	35	2	6	2	6	0	0	23	66
New Media Communications	1	36	0	0	3	8	1	3	8	22
Community Services Total		**138**	**7**	**5**	**12**	**9**	**1**	**1**	**94**	**68**
Health Sciences										
Dental Assisting	1	62	4	6	0	0	1	2	62	100
Dental Hygiene	1	25	4	16	1	4	2	8	23	92
Dental Hygiene	2	24	2	8	1	4	2	8	23	96
Emergency Medical Technician	0	144	10	7	4	3	1	1	61	42
EMT Advanced	1	28	1	4	1	4	0	0	9	32
EMT Paramedic	1	29	3	10	2	7	0	0	7	24
Health Information Services	1	22	0	0	0	0	1	5	21	95
Health Information Services	2	5	0	0	0	0	0	0	5	100
Occupational/Physical Therapy Assist	1	14	1	7	0	0	3	21	12	86
Health Sciences Total		**353**	**25**	**7**	**9**	**3**	**10**	**3**	**223**	**63**
Industrial Training										
Autobody Technician	1	46	11	24	4	9	1	2	0	0
Automotive Service Technician	1	51	9	18	6	12	2	4	5	10
Machine Shop	1	35	0	0	1	3	1	3	1	3
Outdoor Power Equipment	1	34	3	9	0	0	0	0	0	0
Welding	1	53	6	11	3	6	3	6	5	9
Industrial Training Total		**219**	**29**	**13**	**14**	**6**	**7**	**3**	**11**	**5**

ENROLLMENT STATISTICS (Wascana Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Nursing										
Advanced Clinical Nursing	1	1	0	0	0	0	0	0	1	100
Basic Critical Care Nursing	1	24	1	4	0	0	0	0	20	83
Gerontological Nursing	1	2	0	0	0	0	0	0	2	100
Nursing Re-entry	1	23	1	4	0	0	0	0	23	100
Nursing	1	21	9	7	2	2	3	2	114	94
Nursing	2	123	8	7	4	3	5	4	109	89
Nursing	3	1	0	0	0	0	0	0	1	100
Operating Room Nursing & Tech/LPN	1	7	0	0	0	0	1	14	7	100
Operating Room Nursing & Tech/RN	1	7	0	0	0	0	0	0	6	86
Practical Nursing	1	61	4	7	2	3	2	3	60	98
Practical Nursing Re-entry	1	9	0	0	0	0	0	0	9	100
Psychiatric Nursing Re-entry	1	5	0	0	0	0	0	0	4	80
Nursing Total		**384**	**23**	**6**	**8**	**2**	**11**	**3**	**356**	**93**
Technology										
Building Systems Operator	1	9	3	33	3	33	0	0	1	11
Building Systems Technician	1	28	2	7	9	32	1	4	0	0
Electronics Communications Tech	1	82	6	7	21	26	5	6	5	6
Technology Total		**119**	**11**	**9**	**33**	**28**	**6**	**5**	**6**	**5**
EXTENSION										
Emergency Medical Technician	0	63	16	25	1	2	0	0	31	49
Office Education	1	68	0	0	0	0	1	1	68	100
Operating Room Nursing & Tech/RN	1	10	1	10	0	0	0	0	9	90
Practical Nursing	1	148	32	22	3	2	1	1	138	93
Teleservice Customer Representative	0	23	3	13	6	26	4	17	14	61
Extension Total		**312**	**52**	**17**	**10**	**3**	**6**	**2**	**260**	**83**
WASCANA ENROLLMENT TOTAL		**1850**	**198**	**11**	**113**	**6**	**49**	**3**	**1230**	**66**

ENROLLMENT STATISTICS (Wascana Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
APPRENTICESHIP										
Agriculture										
Pork Production Technician	1	47	1	2	0	0	0	0	21	45
Pork Production Technician	2	11	0	0	0	0	0	0	10	91
Agriculture Total		**58**	**1**	**2**	**0**	**0**	**0**	**0**	**31**	**53**
Industrial Training										
Automotive Service Education	2	8	0	0	0	0	0	0	0	0
Automotive Service Education	3	8	0	0	0	0	0	0	0	0
Automotive Service Education	4	8	0	0	0	0	0	0	0	0
Industrial Training Total		**24**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
APPRENTICESHIP TOTAL		**82**	**1**	**1**	**0**	**0**	**0**	**0**	**31**	**38**

ADULT BASIC EDUCATION

Full-time Extension										
GED Preparation	0	82	2	2	1	1	2	2	35	43
Extension (Full-time) Total		**82**	**2**	**2**	**1**	**1**	**2**	**2**	**35**	**43**
Basic Education										
ABE 5 - 10	1	245	126	51	39	16	12	5	142	58
Adult 12	1	288	79	27	34	12	11	4	177	61
Employability/Life Skills	1	28	20	71	3	11	1	4	19	68
English Language Training	1	146	0	0	0	0	67	46	65	45
Literacy	1	76	16	21	15	20	21	28	42	55
Workplace Training	1	43	23	53	11	26	0	0	25	58
Basic Education Total		**826**	**264**	**32**	**102**	**12**	**112**	**14**	**470**	**57**
ADULT BASIC EDUCATION TOTAL		**908**	**266**	**29**	**103**	**11**	**114**	**13**	**505**	**56**

GRADUATE STATISTICS BY DIVISION/PROGRAM (Wascana Campus)

01-July-00 to 30-June-01

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Agriculture									
Agriculture Production	6	0	0	0	0	0	0	1	16.7
Beef Management	9	0	0	0	0	0	0	2	22.2
Farm Business Management	3	0	0	0	0	0	0	0	0
Farm Mechanics	6	1	16.7	1	16.7	0	0	0	0
Agriculture Total	**24**	**1**	**4.2**	**1**	**4.2**	**0**	**0**	**3**	**12.5**
Business									
Administrative Office Assistant	2	0	0	0	0	0	0	2	100.0
Computerized Office Assistant	3	0	0	0	0	0	0	3	100.0
Legal Office Assistant	4	0	0	0	0	0	0	4	100.0
Medical Office Assistant	11	0	0	0	0	0	0	11	100.0
Office Education	110	14	12.7	9	8.2	1	0.9	109	99.1
Business Total	**130**	**14**	**10.8**	**9**	**6.9**	**1**	**0**	**129**	**99.2**
Community Services									
Applied Photography	7	0	0	0	0	0	0	6	85.7
Early Childhood Education (1)	28	1	3.6	3	10.7	0	0	28	100.0
Early Childhood Education (2)	12	1	8.3	2	16.7	0	0	12	100.0
Graphic Arts Production	11	1	9.1	0	0	0	0	7	63.6
New Media Communications	20	0	0	0	0	0	0	4	20.0
Community Services Total	**78**	**3**	**3.8**	**5**	**6.4**	**0**	**0**	**57**	**73.1**
Health and Science									
Dental Assisting	53	3	5.7	0	0	0	0	53	100.0
Dental Hygiene	24	2	8.3	1	4.2	2	8.3	23	95.8
EMT Advanced	41	1	2.4	1	2.4	1	2.4	12	29.3
EMT Paramedic	79	3	3.8	0	0	1	1.3	13	16.5
Emergency Medical Technician	103	5	4.9	0	0	1	1.0	43	41.7
Health Information Services (1)	4	0	0	0	0	0	0	3	75.0
Health Information Services (2)	6	1	16.7	0	0	0	0	6	100.0
Occupational/Physical Therapy Assist	11	0	0	0	0	0	0	10	90.9
Health and Science Total	**321**	**15**	**4.7**	**2**	**0**	**5**	**1.6**	**163**	**50.8**
Industrial									
Autobody Technician	16	3	18.8	3	18.8	0	0	0	0
Automotive Service Technician	14	2	14.3	1	7.1	0	0	0	0
Machine Shop	13	0	0	0	0	0	0	1	7.7

GRADUATE STATISTICS (Wascana Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Outdoor Power Equip. (Lawn/Garden)	8	1	12.5	0	0	0	0	0	0
Outdoor Power Equip. (Marine Tech.)	3	1	33.3	0	0	0	0	0	0
Outdoor Power Equip. (Motorcycle)	5	1	20.0	0	0	0	0	0	0
Outdoor Power Equip. (Snowmobile)	3	1	33.3	0	0	0	0	0	0
Welding	32	2	6.3	2	6.3	2	6.3	1	3.1
Industrial Total	**94**	**11**	**11.7**	**6**	**6.4**	**2**	**2.1**	**2**	**2.1**
Nursing									
Advanced Clinical Nursing	5	0	0	0	0	0	0	5	100.0
Basic Critical Care Nursing	21	2	9.5	0	0	0	0	16	76.2
Gerontological Nursing	2	0	0	0	0	0	0	2	100.0
Nursing	1	0	0	0	0	0	0	1	100.0
Operating Room Nursing & Tech/LPN	2	0	0	0	0	0	0	2	100.0
Operating Room Nursing & Tech/RN	9	0	0	0	0	0	0	8	88.9
Nursing Total	**40**	**2**	**5.0**	**0**	**0**	**0**	**0**	**34**	**85.0**
Technology									
Building Systems Operator	3	1	33.3	1	33.3	0	0	0	0
Building Systems Technician	7	0	0	2	28.6	0	0	0	0
Electronic Communications Tech	21	3	14.3	6	28.6	1	4.8	3	14.3
Technology Total	**31**	**4**	**12.9**	**9**	**29.0**	**1**	**3.2**	**3**	**9.7**
FULL-TIME EXTENSION									
Beekeeping	2	0	0	0	0	0	0	0	0
Emergency Medical Technician	31	8	25.8	0	0	0	0	15	48.4
Office Education	34	0	0	0	0	0	0	34	100.0
Operating Room Nursing & Tech/RN	7	1	14.3	0	0	0	0	6	85.7
Practical Nursing	67	17	25.4	0	0	1	1.5	65	97.0
Teleservice Customer Rep.	8	0	0	4	50.0	2	25.0	4	50.0
Extension (Full-time) Total	**149**	**26**	**17.4**	**4**	**2.7**	**3**	**2.0**	**124**	**83.2**
WASCANA GRADUATE TOTAL	**867**	**76**	**8.8**	**36**	**4.2**	**12**	**1.4**	**515**	**59.4**

APPENDIX B4

DESIGNATED STUDENT GROUP PARTICIPATION BY PROGRAM

SIAST Woodland Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS BY DIVISION/PROGRAM (Woodland Campus)

01-July-00 to 30-June-01

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Business						
Business	1	65	39	34	0	2
Computer System Support	1	21	7	8	2	3
Entrepreneurship and Small Business	1	39	20	16	0	2
Office Education	1	95	83	44	6	7
Business Total		**220**	**149**	**102**	**8**	**14**
Community Services						
Advanced Ceramics	1	1	1	1	0	0
Barer Stylist	1	2	0	0	0	0
Chemical Dependency Worker	1	45	26	13	0	5
Ceramic Foundations	1	10	8	2	0	1
Cosmetologist Pre-Employment	1	54	53	31	0	2
Corrections Worker	1	137	58	54	5	4
Early Childhood Education	1	52	50	31	2	4
Ecotourism	1	25	12	9	1	1
Esthetician	1	4	4	1	0	0
Institutional Cooking	1	12	4	11	0	3
Media Arts Production	1	27	9	10	0	1
Media Arts Production	2	1	0	1	0	0
Media Arts Communications	1	22	10	4	1	1
Professional Cooking	1	55	25	39	2	1
Short Order Cooking	1	17	10	11	1	2
Community Services Total		**464**	**270**	**218**	**12**	**25**
Health Sciences						
Home Care/Special Care Aide	0	1	1	1	0	0
Home Care/Special Care Aide	1	55	48	25	1	4
Home Care/Special Care Aide Total		**56**	**49**	**26**	**1**	**4**
Industrial Training						
Carpenter Pre-Employment	1	34	3	19	0	1
Outdoor Power Equipment	1	20	1	10	0	1
Truck & Transport Mechanical Repair	1	18	0	4	0	0
Welder Pre-Employment	1	27	2	20	0	1
Industrial Training Total		**99**	**6**	**53**	**0**	**3**

APPLICATION STATISTICS (Woodland Campus)

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Technology						
Electrician	1	70	1	23	1	0
Electrician	2	1	0	1	0	1
Forest Ecosystem Technology	1	33	9	13	1	0
GIS for Resource Management	1	17	9	3	0	0
Integrated Resource Management Dip.	1	81	30	14	2	4
Integrated Resource Management Dip.	2	1	0	0	0	0
Micro-Electronics Technician	1	30	5	11	2	1
Technology Total		**233**	**54**	**65**	**6**	**6**
EXTENSION						
Esthetician	1	1	1	0	0	0
GIS for Resource Management	1	3	3	1	0	0
Home Care/Special Care Aide	1	4	4	2	0	0
Extension Total		**8**	**8**	**3**	**0**	**0**
WOODLAND APPLICATION TOTAL		**1080**	**536**	**467**	**27**	**53**

APPLICATION STATISTICS BY DIVISION/PROGRAM (Meadow Lake Center Campus)

01-July-00 to 30-June-01

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Business						
Office Computer Applications	1	3	1	2	0	0
Office Education	1	26	21	20	0	0
Business Total		**29**	**22**	**22**	**0**	**0**
Community Services						
Institutional Cooking	1	2	2	2	0	0
Professional Cooking	1	11	7	9	0	0
Short Order Cooking	1	2	2	2	0	0
Community Services Total		**15**	**11**	**13**	**0**	**0**
Industrial Training						
Heavy Equipment Mechanics	1	24	1	7	0	0
Welder Pre-Employment	1	16	0	4	0	0
Industrial Training Total		**40**	**1**	**11**	**0**	**0**
Technology						
Electrician	1	24	1	6	1	0
Technology Total		**24**	**1**	**6**	**1**	**0**
MEADOW LAKE CENTER TOTAL		**108**	**35**	**52**	**1**	**0**

ENROLLMENT STATISTICS BY DIVISION/PROGRAM (Woodland Campus)

01-July-00 to 30-June-01

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business										
Business	1	45	19	42	4	9	0	0	22	49
Computer System Support	0	1	0	0	0	0	0	0	0	0
Computer System Support	1	19	6	32	2	11	0	0	6	32
Entrepreneurship and Small Business	1	20	8	40	3	15	0	0	8	40
Office Education	1	90	38	42	7	8	3	33	82	91
Business Total		**175**	**71**	**41**	**16**	**9**	**3**	**2**	**118**	**67**
Community Services										
Advanced Ceramics	2	3	1	33	1	33	0	0	1	33
Barber Stylist	1	2	0	0	0	0	0	0	1	50
Chemical Dependency Worker	1	31	13	42	5	16	0	0	20	65
Chemical Dependency Worker	2	21	5	24	2	10	0	0	13	62
Ceramic Foundations	1	7	1	14	1	14	0	0	5	71
Ceramic Sculpture	2	7	2	29	2	29	0	0	4	57
Cosmetologist: Pre-employment	1	41	19	46	2	5	0	0	39	95
Corrections Worker	1	67	32	48	0	0	0	0	34	51
Early Childhood Education	1	21	14	67	1	5	1	5	21	100
Early Childhood Education	2	15	11	73	0	0	0	0	15	100
Ecotourism	1	29	11	38	3	10	1	3	12	41
Institutional Cooking	1	10	10	100	1	10	0	0	5	50
Media Arts Production	1	23	8	35	2	9	0	0	3	13
Media Arts Production	2	10	4	40	1	10	0	0	1	10
Managing a Craft Business	2	2	1	50	1	50	0	0	1	50
New Media Communications	1	13	4	31	0	0	0	0	9	69
Professional Cooking	1	54	33	61	1	2	0	0	27	50
Short Order Cooking	1	10	8	80	2	20	0	0	7	70
Community Services Total		**366**	**177**	**48**	**25**	**7**	**2**	**1**	**218**	**60**
Extension										
Unclassified	1	1	0	0	0	0	0	0	0	0
Extension Total		**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Health Sciences										
Home Care/Special Care Aide	1	20	7	35	2	10	0	0	19	95
Health Sciences Total		**20**	**7**	**35**	**2**	**10**	**0**	**0**	**19**	**95**

ENROLLMENT STATISTICS (Woodland Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Industrial Training										
Carpenter: Pre-employment	1	14	8	57	0	0	0	0	2	14
Outdoor Power Equipment	1	28	5	18	3	11	0	0	1	4
Truck & Transport Mechanical Repair	1	12	4	33	1	8	0	0	0	0
Welder: Pre-employment	1	26	17	65	5	19	0	0	2	8
Industrial Training Total		**80**	**34**	**43**	**9**	**11**	**0**	**0**	**5**	**6**
Technology										
Electrician	1	39	12	31	0	0	1	3	0	0
Integrated Resource Management Dip	1	27	5	19	4	15	0	0	5	19
Integrated Resource Management Dip	2	37	10	27	2	5	0	0	13	35
Micro-Electronics Technician	1	35	9	26	3	9	0	0	4	11
Technology Total		**138**	**36**	**26**	**9**	**7**	**1**	**1**	**22**	**16**
WOODLAND CAMPUS TOTAL		**1131**	**421**	**37**	**69**	**6**	**7**	**1**	**493**	**44**

APPRENTICESHIP

Extension										
Carpenter	1	12	2	17	0	0	0	0	0	0
Carpenter	3	12	3	25	0	0	0	0	0	0
Roofer	1	20	1	5	0	0	0	0	1	5
Roofer	2	6	1	17	0	0	0	0	0	0
Roofer	3	4	0	0	0	0	0	0	0	0
Extension Total		**54**	**7**	**13**	**0**	**0**	**0**	**0**	**1**	**2**
Community Services										
Cook	1	14	4	29	0	0	0	0	9	64
Community Services Total		**14**	**4**	**29**	**0**	**0**	**0**	**0**	**9**	**64**
Industrial Training										
Carpenter	1	32	4	13	0	0	0	0	0	0
Carpenter	2	24	2	8	0	0	0	0	1	4
Carpenter	3	22	8	36	0	0	0	0	0	0
Carpenter	4	12	1	8	0	0	0	0	0	0
Carpenter	U	12	0	0	0	0	0	0	0	0
Truck & Transport Mechanical Repair	1	10	0	0	1	10	0	0	0	0
Truck & Transport Mechanical Repair	2	11	0	0	0	0	0	0	0	0
Truck & Transport Mechanical Repair	3	12	1	8	0	0	0	0	0	0
Truck & Transport Mechanical Repair	4	23	1	4	1	4	0	0	0	0
Industrial Training Total		**158**	**17**	**11**	**2**	**1**	**0**	**0**	**1**	**1**

ENROLLMENT STATISTICS (Woodland Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Technology										
Electrician	1	34	2	6	0	0	0	0	1	3
Electrician	1	40	3	8	0	0	0	0	1	3
Technology Total		**74**	**5**	**7**	**0**	**0**	**0**	**0**	**2**	**3**
WOODLAND APPRENTICESHIP TOTAL		**300**	**33**	**11**	**2**	**1**	**0**	**0**	**13**	**4**

EXTENSION

Palliser										
Driver Training: 1A Comb. Vehicle	1	1	0	0	0	0	0	0	0	0
Palliser Extension Total		**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Woodland										
Unclassified	1	1	0	0	0	0	0	0	1	100
Business	1	13	0	0	0	0	1	8	9	69
Business Planning	1	29	11	38	1	3	0	0	13	45
Chemical Dependency Worker	1	2	0	0	0	0	0	0	2	100
Computer System Support	1	12	10	83	0	0	0	0	11	92
Driver Training: 1A Comb. Vehicle	1	71	16	23	1	1	0	0	3	4
Electrician	1	6	0	0	0	0	0	0	0	0
Equine Studies	1	7	2	29	0	0	0	0	3	43
Entrepreneurship and Small Business	1	18	4	22	1	6	0	0	10	56
Esthetician	1	5	0	0	1	20	0	0	5	100
GIS for Resource Management	1	1	0	0	0	0	0	0	0	0
Heavy Equipment Operator	1	74	18	24	1	1	0	0	1	1
Integrated Resource Management Dip	1	16	5	31	0	0	0	0	3	19
Micro-Electronics Technician	1	23	1	4	2	9	0	0	3	13
Office Computer Applications	1	13	3	23	0	0	0	0	11	85
Office Education	1	34	23	68	0	0	0	0	33	97
Provincial Corrections Worker	1	3	0	0	0	0	0	0	3	100
Short Order Cooking	1	10	0	0	0	0	0	0	0	0
Woodland Extension Total		**338**	**93**	**28**	**7**	**2**	**1**	**0**	**111**	**33**
Kelsey										
Carpenter	1	2	0	0	1	50	0	0	0	0
Heavy Equipment Operator	1	10	3	30	0	0	0	0	0	0
Kelsey Extension Total		**12**	**3**	**25**	**1**	**8**	**0**	**0**	**0**	**0**
EXTENSION TOTAL		**351**	**96**	**27.4**	**8**	**2.3**	**1**	**0**	**111**	**31.6**

ENROLLMENT STATISTICS (Woodland Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
ADULT BASIC EDUCATION										
ABE 5 - 10	1	199	173	87	10	5	0	0	128	64
Adult 12	1	182	141	77	10	5	0	0	134	74
Employability/Life Skills	0	17	16	94	0	0	0	0	9	53
GED Preparation	0	66	51	77	2	3	1	2	36	55
ADULT BASIC EDUCATION TOTAL		**464**	**381**	**82**	**22**	**5**	**1**	**0**	**307**	**66**

ENROLLMENT STATISTICS BY DIVISION/PROGRAM (Meadow Lake Center Campus)

01-July-00 to 30-June-01

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business										
Office Computer Applications	1	2	1	50	0	0	0	0	1	50
Office Education	1	23	18	78	0	0	0	0	21	91
Business Total		**25**	**19**	**76**	**0**	**0**	**0**	**0**	**22**	**88**
Community Services										
Institutional Cooking	1	4	4	100	0	0	0	0	4	100
Professional Cooking	1	9	8	89	0	0	0	0	8	89
Short Order Cooking	1	2	2	100	0	0	0	0	2	100
Community Services Total		**15**	**14**	**93**	**0**	**0**	**0**	**0**	**14**	**93**
Industrial Training										
Heavy Equipment Mechanics	1	12	3	25	0	0	0	0	0	0
Welder: Pre-employment	1	14	4	29	0	0	0	0	1	7
Industrial Training Total		**26**	**7**	**27**	**0**	**0**	**0**	**0**	**1**	**4**
Technology										
Electrician	1	12	5	42	0	0	0	0	1	8
Technology Total		**12**	**5**	**42**	**0**	**0**	**0**	**0**	**1**	**8**
MEADOW LAKE CENTER TOTAL		**78**	**45**	**58**	**0**	**0**	**0**	**0**	**38**	**49**

ENROLLMENT STATISTICS (Meadow Lake Center Campus)

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
APPRENTICESHIP										
Community Services										
Cook	U	13	3	23	0	0	0	0	12	92
Community Services Total		**13**	**3**	**23**	**0**	**0**	**0**	**0**	**12**	**92**
Industrial Training										
Welding	U	1	1	100	0	0	0	0	0	0
Industrial Training Total		**1**	**1**	**100**	**0**	**0**	**0**	**0**	**0**	**0**
APPRENTICESHIP TOTAL		**14**	**4**	**29**	**0**	**0**	**0**	**0**	**12**	**86**

GRADUATE STATISTICS BY DIVISION/PROGRAM (Woodland Campus)

01-July-00 to 30-June-01

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business									
Accounting Clerk	3	0	0	0	0	0	0	3	100.0
Business	25	5	20.0	2	8.0	0	0	14	56.0
Computer Clerk	9	3	33.3	0	0	0	0	9	100.0
Computer System Support	11	1	9.1	0	0	0	0	3	27.3
Entrepreneurship and Small Business	11	2	18.2	0	0	0	0	7	63.6
Office Computer Applications	1	0	0	0	0	0	0	0	0
Office Education	38	14	36.8	1	2.6	1	2.6	38	100.0
Business Total	**98**	**25**	**25.5**	**3**	**3.1**	**1**	**1.0**	**74**	**75.5**
Community Services									
Advanced Ceramics	1	1	100.0	1	100.0	0	0	0	0
Barber Stylist	2	0	0	0	0	0	0	1	50.0
Ceramic Foundations	4	0	0	1	25.0	0	0	3	75.0
Ceramic Sculpture	5	1	20.0	1	20.0	0	0	3	60.0
Chemical Dependency Worker (1)	15	6	40.0	2	13.3	0	0	10	66.7
Chemical Dependency Worker (2)	8	1	12.5	1	12.5	0	0	5	62.5
Corrections Worker	21	6	28.6	0	0	0	0	11	52.4
Cosmetologist: Pre-employment	17	6	35.3	2	11.8	0	0	16	94.1
Early Childhood Education (1)	5	1	20.0	0	0	1	20.0	5	100.0
Early Childhood Education (2)	8	5	62.5	0	0	0	0	8	100.0
Ecotourism	18	5	27.8	2	11.1	1	5.6	10	55.6
Institutional Cooking	4	4	100.0	1	25.0	0	0	2	50.0
Media Arts Production (1)	9	5	55.6	1	11.1	0	0	1	11.1
Media Arts Production (2)	4	0	0	0	0	0	0	0	0
New Media Communications	9	2	22.2	0	0	0	0	6	66.7
Professional Cooking	18	7	38.9	0	0	0	0	8	44.4
Short Order Cooking	3	3	100.0	0	0	0	0	2	66.7
Community Services Total	**151**	**53**	**35.1**	**12**	**7.9**	**2**	**1.3**	**91**	**60.3**
Health Services									
Home Care/Special Care Aide	12	2	16.7	2	16.7	0	0	11	91.7
Special Care Aide	1	0	0	0	0	0	0	1	100.0
Health Services Total	**13**	**2**	**15.4**	**2**	**15.4**	**0**	**0**	**12**	**92.3**
Industrial									
Carpenter: Pre-employment	9	3	33.3	0	0	0	0	2	22.2
Outdoor Power Equip (Lawn/Garden)	2	0	0	0	0	0	0	0	0
Outdoor Power Equip (Marine Tech)	2	0	0	0	0	0	0	0	0

GRADUATE STATISTICS (Woodland Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Outdoor Power Equip (Motorcycle)	4	0	0	0	0	0	0	0	0
Outdoor Power Equip (Snowmobile)	5	1	20.0	0	0	0	0	1	20.0
Truck & Transport Mechanical Repair	9	1	11.1	1	11.1	0	0	0	0
Welder Pre-employment	15	9	60.0	5	33.3	0	0	2	13.3
Industrial Total	**46**	**14**	**30.4**	**6**	**13.0**	**0**	**0**	**5**	**10.9**
Technology									
Electrician	27	3	11.1	0	0	0	0	0	0
IRM: Fisheries Technician	2	0	0	0	0	0	0	2	100.0
IRM: Parks Management Technician	3	0	0	0	0	0	0	2	66.7
IRM: Wildlife Technician	3	0	0	0	0	0	0	3	100.0
Integrated Resource Management	12	2	16.7	0	0	0	0	3	25.0
Micro-Electronics Technician	11	3	27.3	0	0	0	0	2	18.2
Technology Total	**58**	**8**	**13.8**	**0**	**0**	**0**	**0**	**12**	**20.7**
EXTENSION FULL-TIME									
Business Planning	15	4	26.7	0	0	0	0	8	53.3
Chemical Dependency Worker (1)	5	2	40.0	0	0	1	20.0	5	100.0
Chemical Dependency Worker (2)	4	1	25.0	1	25.0	0	0	3	75.0
Computer System Support	7	6	85.7	0	0	0	0	6	85.7
Computer Works	13	3	23.1	1	7.7	1	7.7	11	84.6
Driver Training: 1A Comb. Vehicle (1)	23	1	4.3	0	0	0	0	0	0
Driver Training: 1A Comb. Vehicle (2)	29	8	27.6	0	0	0	0	3	10.3
Electrician	5	0	0	0	0	0	0	0	0
Equine Studies	5	1	20.0	0	0	0	0	3	60.0
Esthetician	5	2	40.0	0	0	0	0	5	100.0
GIS for Resource Management	10	0	0	0	0	0	0	6	60.0
HEO: Motor Grader (1)	9	1	11.1	0	0	0	0	0	0
HEO: Motor Grader (2)	66	21	31.8	1	1.5	0	0	2	3.0
HEO: Backhoe (1)	24	1	4.2	0	0	0	0	0	0
HEO: Backhoe (2)	65	10	15.4	1	1.5	0	0	2	3.1
HEO: Crawler Tractor (1)	7	1	14.3	0	0	0	0	0	0
HEO: Crawler Tractor (2)	35	8	22.9	0	0	0	0	2	5.7
HEO: Excavator	6	1	16.7	0	0	0	0	0	0
HEO: Front End Loader (1)	2	0	0	0	0	0	0	0	0
HEO: Front End Loader (2)	38	3	7.9	0	0	0	0	1	2.6

GRADUATE STATISTICS (Woodland Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
HEO: Motor Scraper	18	10	55.6	0	0	0	0	0	0
HEO: Skid Steer Loader	4	1	25.0	0	0	0	0	0	0
Managing a Craft Business	1	0	0	0	0	0	0	1	100.0
Office Computer Applications	3	0	0	0	0	0	0	3	100.0
Outdoor Power Equip (Lawn/Garden)	1	0	0	0	0	0	0	0	0
Extension (Full-time) Total	**400**	**85**	**21.3**	**4**	**1.0**	**2**	**0**	**61**	**15.3**
Driver Training: 1A Comb. Vehicle (1)	1	0	0	0	0	0	0	0	0
Driver Training: 1A Comb. Vehicle (2)	4	2	50.0	0	0	0	0	0	0
Total	**5**	**2**	**40.0**	**0**	**0**	**0**	**0**	**0**	**0**
Driver Training: 1A Comb. Vehicle	2	0	0	1	50.0	0	0	1	50.0
HEO: Motor Grader	4	0	0	0	0	0	0	0	0
HEO: Backhoe	5	0	0	0	0	0	0	0	0
HEO: Crawler Tractor	4	1	25.0	0	0	0	0	0	0
HEO: Excavator	3	2	66.7	0	0	0	0	0	0
HEO: Front End Loader	2	0	0	0	0	0	0	0	0
HEO: Motor Scraper	1	1	100.0	0	0	0	0	0	0
Total	**21**	**4**	**19.0**	**1**	**4.8**	**0**	**0**	**1**	**4.8**

GRADUATE STATISTICS BY DIVISION/PROGRAM (Meadow Lake Center Campus)

01-July-00 to 30-June-01

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business									
Computer Clerk	6	4	66.7	0	0	0	0	6	100.0
Office Computer Applications	1	0	0	0	0	0	0	1	100.0
Office Education	6	4	66.7	0	0	0	0	6	100.0
Business Total	**13**	**8**	**61.5**	**0**	**0**	**0**	**0**	**13**	**100.0**
Community Services									
Professional Cooking	4	3	75.0	0	0	0	0	3	75.0
Short Order Cooking	3	3	100.0	0	0	0	0	3	100.0
Community Services Total	**7**	**6**	**85.7**	**0**	**0**	**0**	**0**	**6**	**85.7**
Industrial									
Heavy Equipment Mechanics	5	0	0	0	0	0	0	0	0
Welder Pre-employment	9	2	22.2	0	0	0	0	0	0
Industrial Total	**14**	**2**	**14.3**	**0**	**0**	**0**	**0**	**0**	**0**

GRADUATE STATISTICS (Meadow Lake Center Campus)

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Technology									
Electrician	11	5	45.5	0	0	0	0	1	9.1
Technology Total	**11**	**5**	**45.5**	**0**	**0**	**0**	**0**	**1**	**9.1**
MEADOW LAKE CENTER TOTAL	**45**	**21**	**46.7**	**0**	**0**	**0**	**0**	**20**	**44.4**

APPENDIX B5

SIAST-WIDE WITHDRAWAL

SIAST-WIDE WITHDRAWAL 2000-01

Kelsey Campus

Division	1999 - 2000		2000 - 2001	
	Total WD	%	Total WD	%
Community Services	37	9	33	9
Industrial Training	31	11	29	11
Nursing	8	3	11	3
Science and Health	26	10	30	10
Technology	48	15	36	11
Kelsey Total	**150**	**10**	**139**	**9**

Palliser

Agriculture and Business	116	13	62	8
Community Services	4	14	6	15
Industrial Training	5	6	14	16
Technology	102	16	94	14
Palliser Total	**227**	**14**	**76**	**11**

Wascana Campus

Agriculture	5	13	7	17
Business	64	24	101	36
Community Services	31	27	28	20
Industrial Training	44	19	51	23
Nursing	66	18	34	9
Science and Health	60	18	68	19
Technology	34	32	39	33
Wascana Total	**304**	**21**	**328**	**21**

Woodland Campus

Agriculture and Business	42	25	48	27
Community Services	92	25	76	21
Industrial Training	25	29	17	21
Science and Health	0	0	5	25
Technology	53	38	20	14
Woodland Total	**212**	**28**	**166**	**21**

Meadow Lake

Agriculture and Business	3	16	6	24
Community Services	9	32	4	27
Technology	0	0	0	0
Industrial Training	5	22	6	23
Meadow Lake Total	**17**	**24**	**16**	**21**

APPENDIX C

SIAST FIVE-YEAR SUMMARY OF ENROLLMENT RATES

ABORIGINAL STUDENTS
STUDENTS WITH DISABILITIES
STUDENTS OF VISIBLE MINORITY
WOMEN STUDENTS

ABORIGINAL STUDENTS (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Community Services										
Early Childhood Education (1)	1	4	0	0	3	12	2	8	3	13
Early Childhood Education (2)	1	6	2	12	0	0	3	15	3	14
Food and Nutrition Management (1)	1	6	4	15	1	6	9	30	1	6
Food and Nutrition Management (2)	1	6	0	0	0	0	2	15	1	6
Hotel and Restaurant Administration (1)	2	7	2	8	4	15	4	13	5	15
Hotel and Restaurant Administration (2)	0	0	2	8	3	14	3	19	2	9
Library and Information Technology (1)	1	3	0	03	1	4	0	0	1	3
Library and Information Technology (2)	0	0	1	3	0	0	1	3	0	0
Professional Cooking	2	8	3	13	4	17	3	11	5	14
Recreation and Leisure (1)	0	0	1	4	0	0	5	17	1	4
Recreation and Leisure (2)	2	7	0	0	1	3	4	14	2	8
Retail Meat Cutting	2	6	3	10	8	30	3	11	3	14
Rehabilitation Worker (1)	2	9	0	0	2	7	4	11	5	16
Rehabilitation Worker (2)	0	0	0	0	1	11	0	0	2	25
Tourism Management									1	11
Therapeutic Recreation (1)							4	16	1	100
Therapeutic Recreation (2)									3	17
Youth Care Worker (1)	5	18	1	4	2	8	3	13	3	13
Youth Care Worker (2)	2	13	5	22	3	20	2	8	1	6
Health Sciences										
Biotechnology (1)	0	0	1	4	1	3	1	4	2	7
Biotechnology (2)	1	4	0	0	2	13	3	11	0	0
Combined Lab and X-ray Technician	1	7	0	0	0	0	2	11	2	6
Chemical Technology (1)	0	0	4	17	6	21	2	8	3	14
Chemical Technology (2)	3	11	0	0	3	14	4	17	1	4
Home Care/Special Care Aide	2	8	3	12	2	8	3	13	8	33
Medical Laboratory Technology (1)	0	0	1	6	1	7	0	0	1	6
Medical Laboratory Technology (2)	0	0	0	0	0	0	0	0	0	0
Medical Radiological Technician (1)	0	0	0	0	0	0	1	6	1	5
Medical Radiological Technician (2)	0	0	0	0	0	0	0	0	1	6
Pharmacy Technician	0	0	1	6	2	11	3	18	2	11
Veterinary Technology (1)	3	9	3	10	3	10	4	13	4	13
Veterinary Technology (2)	1	5	3	10	1	6	2	8	1	4
Industrial Training										
Auto Body Technician	1	7	2	14	2	14	2	14	4	29
Agricultural Machinery Technician (1)	3	8	1	2	0	0	0	0	1	5
Agricultural Machinery Technician (2)	1	3	2	8	0	0	0	0	0	0
Automotive Service Technician	1	4	2	7	1	4	3	12	1	4
Automotive Service Technology	0	0	2	13	0	0	1	8	1	8
Heavy Equipment Mechanics	5	10	2	4	6	12	6	12	4	8
Industrial Mechanics	2	14	2	4	1	7	2	14	1	7

ABORIGINAL STUDENTS (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Machine Shop	1	4	0	0	1	4	3	13	1	4
Parts Management Technician	1	3	6	19	0	0	1	3	1	3
Refrigeration/Air Conditioning	0	0	2	14	0	0	0	0	0	0
Welding	6	14	4	9	6	14	4	9	5	13
Nursing										
Nursing (1)	8	6	17	13	21	13	15	12	18	12
Nursing (2)	9	11	6	5	8	8	10	7	17	10
Technology										
CAD/CAM Engineering Technology (1)	2	8	2	8	0	0	2	8	3	12
CAD/CAM Engineering Technology (2)	1	5	2	10	2	7	0	0	2	8
Computer Systems Technology (1)	1	4	3	12	4	9	3	6	5	10
Computer Systems Technology (2)	0	0	1	5	4	17	2	6	1	3
Industrial Electronics Technology (1)	1	2	1	2	1	3	4	8	5	14
Industrial Electronics Technology (2)	1	4	1	5	1	4	0	0	0	0
Mechanical Engineering (1)	3	8	2	6	1	3	0	0	0	0
Mechanical Engineering (2)	1	3	2	6	1	3	1	4	0	0
Power Engineering (1)	2	5	1	3	4	22	0	0	1	6
Power Engineering (2)	0	0	0	0	0	0	3	18	1	5
Process Operator	0	0	0	0	0	0	6	22	4	17

ABORIGINAL STUDENTS (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Business										
Accountancy (2)	4	3	1	2.7	6	5	4	4	1	1
Administration (2)	3	3	0	0	8	10	3	5	1	2
Business Year 1	18	5	14	3	10	3	13	4	9	3
Computer Information Systems (2)	2	2	2	5	4	2	3	2	3	2
Financial Services (2)	0	0	2	7.4	2	5	0	0	0	0
Human Resource Management (2)	0	0	1	3.6	1	3	2	11	4	17
Marketing (2)	3	4	3	12	4	8	3	4	2	3
Office Administration (2)	3	11	1	5.9	1	3	1	4	2	9
Office Education	5	10	3	12	3	7	2	4	1	3
Community Services										
Professional Cooking	2	6	3	13.6	7	19	0	0	3	8
Industrial Training										
Auto Body Technician	0	0	0	0	2	10	2	8	1	4
Automotive Service Technician	1	5	0	0	1	6	1	4	2	10
Carpentry	0	0	1	8.3	1	8	1	7	3	21
Welding	1	4	2	9.1	1	4	1	4	1	4
Technology										
Architectural and Building Tech. (1)	2	6	0	0	3	10	4	13	2	6
Architectural and Building Tech. (2)	1	5	1	5	0	0	2	9	1	4
Architectural and Building Tech. (3)	1	5	1	5	1	5	0	0	2	10
Computer Aided Design/Drafting (1)	0	0	0	0	4	13	1	4	0	0
Computer Aided Design/Drafting (2)	0	0	0	0	1	5	2	7	1	5
Computer Aided Design/Drafting (3)	1	6	0	0	0	0	0	0	2	9
Computer Engineering (1)	1	4	0	0	1	3	1	3	2	6
Computer Engineering (2)	2	11	0	0	0	0	1	6	1	6
Computer Engineering (3)	1	9	2	13	1	9	0	0	1	8
Civil Engineering Technology (1)	0	0	2	10	1	4	1	5	0	0
Civil Engineering Technology (2)	0	0	0	0	1	9	1	5	1	6
Civil Engineering Technology (3)	2	10	0	0	0	0	1	10	1	7
Electrician	0	0	0	0	0	0	2	9	0	0
Electrical Engineering (1)	0	0	1	4	1	4	0	0	0	0
Electrical Engineering (2)	0	0	0	0	0	0	1	6	0	0
Electrical Engineering (3)	0	0	0	0	0	0	0	0	1	7
Electronics Engineering (1)	0	0	1	4	0	0	1	5	3	10
Electronics Engineering (2)	0	0	0	0	0	0	0	0	0	0
Electronics Engineering (3)	0	0	0	0	0	0	0	0	0	0
Environmental Engineering (1)	2	9	0	0	2	11	1	6	0	0
Environmental Engineering (2)	0	0	2	11	0	0	1	6	1	7
Environmental Engineering (3)	0	0	0	0	1	6	0	0	1	7
Electronics Service Technician (1)	1	3	0	0	0	0	2	6	0	0
Electronics Service Technician (2)	0	0	0	0	0	0	0	0	3	15

ABORIGINAL STUDENTS (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Geomatics Technology (1)	1	7	0	0	1	6	1	10	0	0
Geomatics Technology (2)	0	0	1	6	0	0	0	0	0	0
Geomatics Technology (3)	0	0	0	0	0	0	0	0	0	0
Instrumentation Engineering (1)	0	0	1	3	4	13	1	3	2	6
Instrumentation Engineering (2)	0	0	0	0	1	3	2	7	1	3
Instrumentation Engineering (3)	0	0	0	0	0	0	1	6	1	5
Solid Waste Management	0	0	0	0	0	0	0	0	0	0
Water Resources Engineering (1)	0	0	0	0	1	7	0	0	2	13
Water Resources Engineering (2)	1	5	0	0	0	0	0	0	0	0
Water Resources Engineering (3)	1	11	2	11	0	0	0	0	0	0
Water and Wastewater	0	0	0	0	0	0	0	0	1	2

ABORIGINAL STUDENTS (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Agricultural										
Agriculture Production	2	14	0	0	2	17	1	9	2	18
Beef Management	0	0	0	0	1	14	1	11	0	0
Farm Business Management	0	0	1	10	0	0	1	17	0	0
Farm Mechanics	0	0	1	10	0	0	0	0	1	8
Business										
Office Education	39	12	34	12	32	12	40	15	48	17
Community Services										
Applied Photography	2	7	1	5	2	8	3	15	2	8
Early Childhood Education (1)	2	10	1	5	0	0	2	9	3	10
Early Childhood Education (2)	0	0	4	16	1	7	0	0	0	0
Graphic Arts Production	1	4	4	14	2	9	2	7	2	6
New Media Communications	0	0	0	0	2	7	2	6	0	0
Health Sciences										
Dental Assisting	3	5	5	8	3	5	7	11	4	6
Dental Hygiene (1)	4	16	3	13	3	12	2	8	4	16
Dental Hygiene (2)	3	13	4	16	4	16	3	12	2	8
Emergency Medical Technician	9	5	14	12	7	6	7	6	10	7
EMT Advanced	0	0	2	5	1	3	1	4	1	4
EMT Paramedic	1	8	1	4	1	3	4	13	3	10
Health Information Services (1)*	1	7	1	8	0	0	1	6	0	0
Health Information Services (2)*	1	9	0	0	0	0	0	0	0	0
Occupational/Physical Therapist Assistant	1	8	2	14	0	0	2	14	1	7
Industrial Training										
Auto Body Technician	7	15	11	22	8	18	11	20	11	24
Automotive Service Technician	3	7	5	11	6	12	5	11	9	18
Machine Shop	2	4	1	2	2	6	3	10	0	0
Major Appliance Servicing	1	4	2	9	2	8	2	13	0	0
Outdoor Power Equipment	3	14	3	9	2	7	4	14	3	9
Welding	13	22	9	16	5	9	5	9	6	11
Nursing										
Advanced Clinical Nursing	0	0	0	0	0	0	0	0	0	0
Basic Critical Care Nursing	0	0	0	0	0	0	1	3	1	4
Gerontological Nursing	0	0	0	0	0	0	0	0	0	0
Nursing Re-entry	0	0	0	0	0	0	6	20	1	4
Nursing (1)	3	4	3	6	7	9	9	6	9	7
Nursing (2)	0	0	2	3	2	4	7	11	8	7
Nursing (3)	0	0	0	0	0	0	0	0	0	0
Operating Room Nursing & Tech/LPN	0	0	0	0	0	0	0	0	0	0
Operating Room Nursing & Tech/RN	0	0	0	0	0	0	0	0	0	0

* **Health Information Services (1) and (2) had a name change from Health Record Technology (1) and (2).**

ABORIGINAL STUDENTS (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Practical Nursing	3	7	2	4	6	12	4	8	4	7
Practical Nurse Re-entry	0	0	0	0	0	0	0	0	0	0
Psychiatric Nursing Re-entry	0	0	0	0	0	0	1	14	0	0
Technology										
Building Systems Operator	0	0	0	0	2	67	1	33	3	33
Building Systems Technician	2	5	5	16	3	10	2	8	2	7
Electronic Communications Tech	6	7	6	8	9	13	10	13	6	7

ABORIGINAL STUDENTS (Woodland Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Business										
Business	12	**24**	17	**31**	19	**37**	22	**40**	19	**42**
Computer System Support	3	**20**	7	**30**	5	**16**	10	**59**	6	**32**
Entrepreneurship and Small Business	0	**0**	4	**28**	12	**50**	8	**53**	8	**40**
Office Education	21	**32**	31	**36**	25	**32**	38	**42**	38	**42**
Community Services										
Advanced Ceramics (2)	0	**0**	0	**0**	0	**0**	0	**0**	1	**33**
Barber Stylist	0	**0**	2	**67**	1	**50**	0	**0**	0	**0**
Chemical Dependency Worker (1)	10	**30**	12	**50**	10	**30**	12	**41**	13	**42**
Chemical Dependency Worker (2)	0	**0**	4	**25**	6	**35**	4	**25**	5	**24**
Ceramic Foundations	0	**0**	0	**0**	0	**0**	4	**27**	1	**14**
Ceramic Sculpture (2)	0	**0**	0	**0**	0	**0**	1	**50**	2	**29**
Cosmetologist: Pre-employment	20	**36**	15	**35**	19	**41**	13	**33**	19	**46**
Corrections Worker	11	**24**	20	**38**	26	**44**	38	**56**	32	**48**
Early Childhood Education (1)	8	**24**	10	**28**	19	**53**	24	**62**	14	**67**
Early Childhood Education (2)	3	**25**	4	**40**	4	**25**	9	**45**	11	**73**
Ecotourism	0	**0**	0	**0**	0	**0**	12	**57**	11	**38**
Institutional Cooking	0	**0**	0	**0**	0	**0**	0	**0**	10	**100**
Media Arts Production (1)*	2	**11**	2	**8**	5	**28**	9	**53**	8	**35**
Media Arts Production (2)*	3	**25**	2	**50**	1	**14**	4	**40**	4	**40**
Managing a Craft Business (2)	0	**0**	0	**0**	0	**0**	0	**0**	1	**50**
New Media Communications	0	**0**	0	**0**	2	**8**	4	**18**	4	**31**
Professional Cooking	39	**71**	0	**0**	0	**0**	32	**78**	33	**61**
Short Order Cooking	12	**92**	5	**60**	10	**67**	9	**100**	8	**80**
Health Sciences										
Home Care/Special Care Aide	0	**0**	0	**0**	0	**0**	0	**0**	7	**35**
Industrial Training										
Carpenter: Pre-employment	0	**0**	13	**72**	13	**68**	11	**55**	8	**57**
Outdoor Power Equipment	0	**0**	7	**25**	12	**41**	8	**30**	5	**18**
Truck & Transport Mechanical Repair	0	**0**	2	**14**	4	**33**	3	**21**	4	**33**
Welder: Pre-employment	0	**0**	10	**43**	6	**27**	10	**40**	17	**65**
Technology										
Electrician	0	**0**	13	**42**	12	**28**	14	**30**	12	**31**
Integrated Resource Management (1)	0	**0**	11	**28**	6	**35**	5	**50**	5	**19**
Integrated Resource Management (2)	0	**0**	0	**0**	0	**0**	12	**24**	10	**275**
Micro-Electronics Technician	0	**0**	6	**14**	0	**0**	12	**39**	9	**26**

* **Media Arts Production (1) and (2) had a name change from Audio Visual I and II.**

STUDENTS WITH DISABILITIES (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Community Services										
Early Childhood Education (1)	1	4	0	0	3	12	1	4	2	9
Early Childhood Education (2)	3	17	0	0	0	0	1	5	2	10
Food and Nutrition Management (1)	1	6	1	4	1	6	1	3	0	0
Food and Nutrition Management (2)	0	0	0	0	1	7	0	0	1	6
Hotel and Restaurant Administration (1)	0	0	2	8	0	0	1	3	1	3
Hotel and Restaurant Administration (2)	3	10	1	4	4	19	0	0	1	4
Library and Information Technology (1)	2	6	0	0	5	19	1	100	6	21
Library and Information Technology (2)	0	0	2	7	0	0	3	10	1	100
Professional Cooking	1	4	2	8	7	30	2	7	4	11
Recreation and Leisure (1)	3	10	0	0	0	0	1	3	2	7
Recreation and Leisure (2)	1	4	3	11	1	3	1	4	2	8
Retail Meat Cutting	3	9	5	17	1	4	0	0	1	5
Rehabilitation Worker (1)	4	18	1	100	3	10	3	8	4	13
Rehabilitation Worker (2)	2	15	0	0	1	11	0	0	0	0
Tourism Management									1	11
Therapeutic Recreation (1)							3	12	0	0
Therapeutic Recreation (2)									1	6
Youth Care Worker (1)	5	18	0	0	0	0	2	9	2	8
Youth Care Worker (2)	3	13	3	13	2	13	0	0	1	6
Health Sciences										
Biotechnology (1)	0	0	3	12	3	10	3	11	3	10
Biotechnology (2)	4	14	3	13	1	7	3	11	4	19
Combined Lab and X-ray Technician	1	7	0	0	0	0	0	0	0	0
Chemical Technology (1)	1	3	1	4	3	10	3	13	0	0
Chemical Technology (2)	2	7	1	4	0	0	2	9	4	17
Home Care/Special Care Aide	2	8	2	8	2	8	1	4	5	21
Medical Laboratory Technology (1)	0	0	2	13	0	0	0	0	0	0
Medical Laboratory Technology (2)	0	0	0	0	2	13	0	0	0	0
Medical Radiological Technician (1)	0	0	0	0	0	0	0	0	0	0
Medical Radiological Technician (2)	0	0	0	0	0	0	0	0	0	0
Pharmacy Technician	1	6	1	6	2	11	0	0	0	0
Veterinary Technology (1)	1	3	0	0	1	3	2	7	0	0
Veterinary Technology (2)	1	5	2	7	0	0	0	0	2	7
Industrial Training										
Auto Body Technician	0	0	1	7	1	7	1	7	1	7
Agricultural Machinery Technician (1)	1	3	1	2	2	6	1	3	0	0
Agricultural Machinery Technician (2)	1	3	2	8	1	5	1	5	0	0
Automotive Service Technician	0	0	4	15	0	0	1	4	1	4
Automotive Service Technology	0	0	0	0	0	0	1	8	1	8
Heavy Equipment Mechanics	3	6	6	12	4	8	4	8	2	4
Industrial Mechanics	1	7	0	0	1	7	1	7	1	7

STUDENTS WITH DISABILITIES (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Machine Shop	0	0	2	8	0	0	3	13	2	8
Parts Management Technician	5	16	4	13	0	0	7	24	6	20
Refrigeration/Air Conditioning	1	7	0	0	0	0	1	7	1	8
Welding	3	7	3	7	2	5	2	5	0	0
Nursing										
Nursing (1)	1	1	1	1	1	1	3	2	1	1
Nursing (2)	0	0	2	2	0	0	0	0	3	2
Technology										
CAD/CAM Engineering Technology (1)	1	4	2	8	2	8	2	8	1	4
CAD/CAM Engineering Technology (2)	2	11	2	10	1	4	0	0	1	4
Computer Systems Technology (1)	1	4	2	8	4	9	6	12	5	10
Computer Systems Technology (2)	0	0	0	0	2	9	2	6	3	8
Industrial Electronics Technician (1)	1	2	2	5	0	0	4	8	2	5
Industrial Electronics Technician (2)	1	4	1	5	1	4	1	4	2	8
Mechanical Engineering (1)	3	8	2	6	0	0	0	0	1	3
Mechanical Engineering (2)	1	3	3	9	3	10	1	4	0	0
Power Engineering (1)	3	8	1	3	1	6	1	6	1	6
Power Engineering (2)	0	0	0	0	0	0	0	0	0	0
Process Operator	0	0	0	0	0	0	0	0	0	0

STUDENTS WITH DISABILITIES (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Business										
Accountancy (2)	3	2	2	5	4	3	4	40	4	4
Administration (2)	3	3	2	3	2	2	2	3	2	4
Business Year 1	15	4	12	3	11	3	18	5	17	5
Computer Information Systems (2)	4	3	0	0	4	2	4	3	6	4
Financial Services (2)	0	0	1	3	2	5	0	0	0	0
Human Resource Management (2)	0	0	2	7	1	3	0	0	0	0
Marketing (2)	1	1	0	0	0	0	0	0	2	3
Office Administration (2)	2	7	0	0	0	0	0	0	0	0
Office Education	1	2	0	0	1	2	0	0	3	9
Community Services										
Professional Cooking	1	3	0	0	4	11	0	0	5	13
Industrial Training										
Auto Body Technician	0	0	0	0	0	0	1	4	0	0
Automotive Service Technician	0	0	1	4.5	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0	1	7	1	7
Welding	0	0	0	0	2	8	0	0	0	0
Technology										
Architectural and Building Tech. (1)	0	0	0	0	2	6	0	0	3	9
Architectural and Building Tech. (2)	1	5	0	0	0	0	0	0	0	0
Architectural and Building Tech. (3)	0	0	1	5	0	0	0	0	0	0
Computer Aided Design/Drafting (1)	1	3	3	11	0	0	2	8	2	7
Computer Aided Design/Drafting (2)	0	0	0	0	2	10	0	0	2	10
Computer Aided Design/Drafting (3)	1	6	0	0	0	0	2	14	0	0
Computer Engineering (1)	0	0	3	10	1	3	4	13	2	6
Computer Engineering (2)	0	0	0	0	1	8	1	6	4	22
Computer Engineering (3)	0	0	0	0	0	0	1	11	0	0
Civil Engineering Technology (1)	0	0	0	0	0	0	0	0	0	0
Civil Engineering Technology (2)	0	0	0	0	0	0	0	0	0	0
Civil Engineering Technology (3)	0	0	0	0	0	0	0	0	0	0
Electrician	0	0	0	0	0	0	0	0	0	0
Electrical Engineering (1)	1	4	1	4	0	0	3	12	1	6
Electrical Engineering (2)	0	0	1	1	1	5	1	6	2	11
Electrical Engineering (3)	1	6	0	0	0	0	0	0	0	0
Electronics Engineering (1)	0	0	0	0	1	4	2	10	3	10
Electronics Engineering (2)	0	0	0	0	0	0	0	0	2	25
Electronics Engineering (3)	0	0	0	0	0	0	0	0	0	0
Environmental Engineering (1)	0	0	0	0	0	0	2	11	2	8
Environmental Engineering (2)	0	0	0	0	0	0	1	6	0	0
Environmental Engineering (3)	0	0	0	0	0	0	0	0	1	7
Electronics Service Technician (1)	3	10	1	7	4	3	3	9	3	13
Electronics Service Technician (2)	0	0	0	0	0	0	0	0	1	5

STUDENTS WITH DISABILITIES (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Geomatics Technology (1)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (2)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (3)	0	0	0	0	0	0	0	0	0	0
Instrumentation Engineering (1)	2	7	2	6	0	0	0	0	2	6
Instrumentation Engineering (2)	1	3	1	4	2	7	0	0	0	0
Instrumentation Engineering (3)	1	6	1	4	1	6	1	6	0	0
Solid Waste Management	0	0	0	0	0	0	0	0	0	0
Water Resources Engineering (1)	0	0	0	0	0	0	0	0	0	0
Water Resources Engineering (2)	1	5	0	0	1	9	0	0	0	0
Water Resources Engineering (3)	0	0	1	5	0	0	1	11	0	0
Water and Wastewater	0	0	0	0	1	14	1	4	1	2

STUDENTS WITH DISABILITIES (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Agricultural										
Agriculture Production	0	0	0	0	1	8	1	9	0	0
Beef Management	0	0	0	0	0	0	0	0	0	0
Farm Business Management	0	0	0	0	0	0	0	0	0	0
Farm Mechanics	0	0	0	0	0	0	1	8	1	8
Business										
Office Education	41	12	34	12	27	10	26	10	26	9
Community Services										
Applied Photography	3	11	3	14	4	15	2	10	1	4
Early Childhood Education (1)	3	15	3	16	1	5	6	27	2	7
Early Childhood Education (2)	0	0	1	6	0	0	0	0	4	31
Graphic Arts Production	2	7	4	14	1	4	3	10	2	6
New Media Communications	0	0	0	0	1	4	2	6	3	8
Health Sciences										
Dental Assisting	1	2	1	2	4	7	1	2	0	0
Dental Hygiene (1)	1	4	1	4	1	4	1	4	1	4
Dental Hygiene (2)	2	9	1	4	1	4	1	4	1	4
Emergency Medical Technician	5	3	4	3	2	2	3	2	4	3
EMT Advanced	0	0	1	2	1	3	1	4	1	4
EMT Paramedic	0	0	0	0	0	0	0	0	2	7
Health Information Services (1)*	0	0	0	0	1	8	1	6	0	0
Health Information Services (2)*	1	9	0	0	0	0	0	0	0	0
Occupational/Physical Therapist Assistant	1	8	2	14	1	7	1	7	0	0
Industrial Training										
Auto Body Technician	4	8	7	14	7	16	7	13	4	9
Automotive Service Technician	6	14	7	16	4	8	3	7	6	12
Machine Shop	8	16	7	17	0	0	2	7	1	3
Major Appliance Servicing	6	24	4	18	5	19	3	19	0	0
Outdoor Power Equipment	3	14	5	15	3	11	1	3	0	0
Welding	9	16	2	3	6	11	4	7	3	6
Nursing										
Advanced Clinical Nursing	0	0	0	0	0	0	0	0	0	0
Basic Critical Care Nursing	0	0	0	0	1	3	0	0	0	0
Gerontological Nursing	0	0	0	0	0	0	0	0	0	0
Nursing Re-entry	0	0	0	0	0	0	0	0	0	0
Nursing (1)	1	1	0	0	1	1	6	4	2	2
Nursing (2)	0	0	0	0	3	7	2	3	4	3
Nursing (3)	0	0	0	0	0	0	1	33	0	0
Operating Room Nursing & Tech/LPN	0	0	0	0	0	0	0	0	0	0
Operating Room Nursing & Tech/RN	0	0	0	0	1	8	0	0	0	0

* **Health Information Services (1) and (2) had a name change from Health Record Technology (1) and (2).**

STUDENTS WITH DISABILITIES (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Practical Nursing	6	14	5	11	9	18	3	6	2	3
Practical Nurse Re-entry	0	0	0	0	0	0	0	0	0	0
Psychiatric Nursing Re-entry	0	0	0	0	0	0	1	4	0	0
Technology										
Building Systems Operator	1	100	0	0	0	0	0	0	3	33
Building Systems Technician	8	21	2	6	5	17	5	19	9	32
Electronic Communications Tech	8	9	9	12	8	12	11	14	21	26

STUDENTS WITH DISABILITIES (Woodland Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Business										
Business	2	4	3	5	1	2	0	0	4	9
Computer System Support	0	0	1	4	2	6	2	12	2	11
Entrepreneurship and Small Business	0	0	1	7	3	13	0	0	3	15
Office Education	5	8	5	6	6	8	2	2	7	8
Community Services										
Advanced Ceramics (2)	0	0	0	0	0	0	0	0	1	33
Barber Stylist	0	0	0	0	0	0	0	0	0	0
Chemical Dependency Worker (1)	4	12	4	17	3	9	0	0	5	16
Chemical Dependency Worker (2)	0	0	2	13	2	12	3	19	2	10
Ceramic Foundations	0	0	0	0	0	0	1	7	1	14
Ceramic Sculpture (2)	0	0	0	0	0	0	0	0	2	29
Cosmetologist: Pre-employment	1	2	3	7	1	2	3	8	2	5
Corrections Worker	2	4	1	2	2	3	1	1	0	0
Early Childhood Education (1)	4	12	3	8	2	6	4	10	1	5
Early Childhood Education (2)	1	8	1	10	0	0	0	0	0	0
Ecotourism	0	0	0	0	0	0	5	24	3	10
Institutional Cooking	0	0	0	0	0	0	0	0	1	10
Media Arts Production (1)*	4	22	2	8	3	17	1	6	2	9
Media Arts Production (2)*	1	8	1	25	1	14	1	10	1	10
Managing a Craft Business (2)	0	0	0	0	0	0	0	0	1	50
New Media Communications	0	0	0	0	2	8	0	0	0	0
Professional Cooking	1	2	0	0	0	0	1	2	1	2
Short Order Cooking	0	0	1	10	3	20	0	0	2	20
Health Sciences										
Home Care/Special Care Aide	0	0	0	0	0	0	0	0	2	10
Industrial Training										
Carpenter: Pre-employment	0	0	0	0	1	5	0	0	0	0
Outdoor Power Equipment	0	0	4	14	5	17	4	15	3	11
Truck & Transport Mechanical Repair	0	0	2	14	3	25	0	0	1	8
Welder: Pre-employment	0	0	0	0	2	9	2	8	5	19
Technology										
Electrician	0	0	0	0	1	2	1	2	0	0
Integrated Resource Management (1)	0	0	3	8	1	6	0	0	4	15
Integrated Resource Management (2)	0	0	0	0	0	0	2	4	2	5
Micro-Electronics Technician	0	0	2	5	0	0	2	6	3	9

* **Media Arts Production (1) and (2) had a name change from Audio Visual I and II.**

STUDENTS OF VISIBLE MINORITY (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Community Services										
Early Childhood Education (1)	0	0	1	4	1	4	1	4	0	0
Early Childhood Education (2)	0	0	0	0	0	0	0	0	0	0
Food and Nutrition Management (1)	1	6	0	0	0	0	2	7	0	0
Food and Nutrition Management (2)	1	6	0	0	0	0	0	0	1	6
Hotel and Restaurant Administration (1)	1	4	1	4	1	4	0	0	0	0
Hotel and Restaurant Administration (2)	0	0	0	0	1	5	0	0	1	4
Library and Information Technology (1)	1	3	0	0	2	8	0	0	0	0
Library and Information Technology (2)	0	0	0	0	0	0	2	6	0	0
Professional Cooking	0	0	0	0	2	9	1	4	0	0
Recreation and Leisure (1)	0	0	0	0	0	0	0	0	1	4
Recreation and Leisure (2)	0	0	0	0	1	3	1	4	0	0
Retail Meat Cutting	0	0	2	7	0	0	0	0	1	5
Rehabilitation Worker (1)	0	0	0	0	0	0	0	0	1	3
Rehabilitation Worker (2)	0	0	0	0	0	0	0	0	0	0
Tourism Management	0	0	0	0	0	0	0	0	0	0
Therapeutic Recreation (1)							1	4	0	0
Therapeutic Recreation (2)									1	6
Youth Care Worker (1)	0	0	0	0	0	0	0	0	0	0
Youth Care Worker (2)	0	0	0	0	0	0	0	0	0	0
Health Sciences										
Biotechnology (1)	2	8	1	4	2	7	1	4	1	3
Biotechnology (2)	1	4	0	0	1	7	2	7	1	5
Combined Lab and X-ray Technician	1	7	0	0	0	0	0	0	1	3
Chemical Technology (1)	1	3	0	0	2	7	0	0	0	0
Chemical Technology (2)	0	0	1	4	0	0	2	9	1	4
Home Care/Special Care Aide	0	0	0	0	0	0	0	0	4	17
Medical Laboratory Technology (1)	0	0	0	0	0	0	0	0	0	0
Medical Laboratory Technology (2)	0	0	0	0	0	0	0	0	0	0
Medical Radiological Technician (1)	0	0	1	6	0	0	0	0	0	0
Medical Radiological Technician (2)	0	0	0	0	1	8	0	0	0	0
Pharmacy Technician	0	0	0	0	0	0	0	0	1	5
Veterinary Technology (1)	0	0	0	0	0	0	0	0	0	0
Veterinary Technology (2)	0	0	0	0	0	0	0	0	2	7
Industrial Training										
Auto Body Technician	0	0	0	0	1	7	0	0	0	0
Agricultural Machinery Technician (1)	0	0	0	0	0	0	1	3	0	0
Agricultural Machinery Technician (2)	0	0	0	0	0	0	0	0	0	0
Automotive Service Technician	2	8	1	4	1	4	3	12	0	0
Automotive Service Technology	0	0	1	7	0	0	0	0	1	8
Heavy Equipment Mechanics	0	0	0	0	0	0	0	0	0	0
Industrial Mechanics	0	0	0	0	0	0	1	7	0	0
Machine Shop	0	0	1	4	0	0	0	0	1	4
Parts Management Technician	0	0	1	3	0	0	0	0	0	0

STUDENTS OF VISIBLE MINORITY (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Refrigeration/Air Conditioning	0	0	0	0	0	0	0	0	0	0
Welding	0	0	1	2	0	0	2	5	1	3
Nursing										
Nursing (1)	0	0	1	1	1	1	7	6	1	1
Nursing (2)	0	0	0	0	0	0	2	1	6	3
Technology										
CAD/CAM Engineering Technology (1)	1	4	0	0	1	4	0	0	0	0
CAD/CAM Engineering Technology (2)	0	0	1	5	0	0	0	0	0	0
Computer Systems Technology (1)	0	0	1	4	5	11	4	8	2	4
Computer Systems Technology (2)	0	0	0	0	1	4	2	6	1	3
Industrial Electronics Technician (1)	2	5	1	2	0	0	2	4	2	5
Industrial Electronics Technician (2)	2	8	0	0	1	4	0	0	0	0
Mechanical Engineering (1)	0	0	2	6	1	3	1	3	0	0
Mechanical Engineering (2)	0	0	0	0	2	7	0	0	0	0
Power Engineering (1)	1	3	1	3	0	0	0	0	0	0
Power Engineering (2)	0	0	0	0	0	0	0	0	0	0
Process Operator	0	0	0	0	0	0	0	0	0	0

STUDENTS OF VISIBLE MINORITY (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Business										
Accountancy (2)	1	1	0	0	2	2	8	7	1	1
Administration (2)	1	1	0	0	2	2	2	3	2	4
Business Year 1	9	2	22	5	18	5	16	4	8	2
Computer Information Systems (2)	5	4	0	0	11	5	6	4	6	4
Financial Services (2)	0	0	0	0	1	2	2	5	0	0
Human Resource Management (2)	0	0	1	3	1	3	0	0	0	0
Marketing (2)	0	0	0	0	0	0	2	3	3	5
Office Administration (2)	0	0	0	0	0	0	0	0	1	5
Office Education	0	0	0	0	0	0	2	4	1	3
Community Services										
Professional Cooking	1	3	0	0	0	0	0	0	3	8
Industrial Training										
Auto Body Technician	0	0	0	0	1	5	0	0	0	0
Automotive Service Technician	0	0	1	4	0	0	0	0	0	0
Carpentry	0	0	0	0	0	0	0	0	1	7
Welding	0	0	0	0	1	4	0	0	0	0
Technology										
Architectural and Building Tech. (1)	0	0	0	0	0	0	0	0	0	0
Architectural and Building Tech. (2)	0	0	0	0	0	0	0	0	0	0
Architectural and Building Tech. (3)	0	0	0	0	0	0	0	0	0	0
Computer Aided Design/Drafting (1)	0	0	1	4	0	0	1	4	1	4
Computer Aided Design/Drafting (2)	0	0	0	0	0	0	0	0	1	5
Computer Aided Design/Drafting (3)	0	0	0	0	0	0	0	0	0	0
Computer Engineering (1)	0	0	1	3	1	3	1	3	3	9
Computer Engineering (2)	0	0	0	0	0	0	1	6	0	0
Computer Engineering (3)	0	0	0	0	0	0	0	0	1	8
Civil Engineering Technology (1)	1	5	0	0	0	0	0	0	0	0
Civil Engineering Technology (2)	0	0	0	0	0	0	0	0	0	0
Civil Engineering Technology (3)	0	0	0	0	0	0	0	0	0	0
Electrician	0	0	0	0	0	0	0	0	0	0
Electrical Engineering (1)	3	12	2	8	2	8	3	12	1	6
Electrical Engineering (2)	0	0	2	14	4	18	2	13	2	11
Electrical Engineering (3)	0	0	0	0	1	11	1	0	1	7
Electronics Engineering (1)	1	4	1	4	1	4	1	5	1	3
Electronics Engineering (2)	2	9	0	0	1	6	1	8	0	0
Electronics Engineering (3)	0	0	1	6	0	0	0	0	1	10
Environmental Engineering (1)	0	0	1	5	1	6	0	0	0	0
Environmental Engineering (2)	0	0	1	6	0	0	0	0	0	0
Environmental Engineering (3)	0	0	0	0	1	6	0	0	0	0
Electronics Service Technician (1)	1	3	0	0	0	0	2	6	0	0
Electronics Service Technician (2)	0	0	0	0	0	0	0	0	0	0

STUDENTS OF VISIBLE MINORITY (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Geomatics Technology (1)	1	7	0	0	1	6	0	0	0	0
Geomatics Technology (2)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (3)	0	0	0	0	0	0	0	0	0	0
Instrumentation Engineering (1)	0	0	0	0	0	0	0	0	0	0
Instrumentation Engineering (2)	0	0	0	0	0	0	0	0	0	0
Instrumentation Engineering (3)	0	0	0	0	0	0	0	0	0	0
Solid Waste Management	0	0	0	0	0	0	0	0	0	0
Water Resources Engineering (1)	1	6	1	8	0	0	0	0	0	0
Water Resources Engineering (2)	0	0	0	0	1	9	1	11	1	10
Water Resources Engineering (3)	0	0	0	0	0	0	0	0	1	13
Water and Wastewater	0	0	0	0	0	0	0	0	1	2

STUDENTS OF VISIBLE MINORITY (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Agricultural										
Agriculture Production	0	0	0	0	0	0	0	0	0	0
Beef Management	0	0	0	0	0	0	0	0	0	0
Farm Business Management	0	0	0	0	0	0	0	0	0	0
Farm Mechanics	1	17	1	10	0	0	0	0	1	8
Business										
Office Education	6	2	8	3	8	3	10	4	8	3
Community Services										
Applied Photography	1	4	1	5	1	4	1	5	0	0
Early Childhood Education (1)	0	0	0	0	0	0	1	5	0	0
Early Childhood Education (2)	0	0	0	0	0	0	0	0	0	0
Graphic Arts Production	1	4	2	7	1	4	0	0	0	0
New Media Communications	0	0	0	0	0	0	0	0	1	3
Health Sciences										
Dental Assisting	0	0	0	0	2	3	2	3	1	2
Dental Hygiene (1)	1	4	2	8	1	4	2	8	2	8
Dental Hygiene (2)	1	4	1	4	2	8	1	4	2	8
Emergency Medical Technician	2	1	2	2	1	1	1	1	1	1
EMT Advanced	0	0	0	0	0	0	1	4	0	0
EMT Paramedic	0	0	0	0	0	0	0	0	0	0
Health Information Services (1)*	0	0	0	0	0	0	0	0	1	5
Health Information Services (2)*	0	0	0	0	0	0	0	0	0	0
Occupational/Physical Therapist Assistant	1	8	1	7	1	7	0	0	3	21
Industrial Training										
Auto Body Technician	1	2	2	4	3	7	2	4	1	2
Automotive Service Technician	2	5	2	5	2	4	2	5	2	4
Machine Shop	0	0	1	2	0	0	0	0	1	3
Major Appliance Servicing	2	8	0	0	0	0	0	0	0	0
Outdoor Power Equipment	0	0	0	0	0	0	0	0	0	0
Welding	0	0	1	2	3	5	4	7	3	6
Nursing										
Advanced Clinical Nursing	0	0	0	0	0	0	0	0	0	0
Basic Critical Care Nursing	0	0	0	0	2	7	0	0	0	0
Gerontological Nursing	0	0	0	0	0	0	0	0	0	0
Nursing Re-entry	0	0	0	0	0	0	0	0	0	0
Nursing (1)	2	3	2	4	3	4	5	3	3	2
Nursing (2)	0	0	0	0	3	7	3	5	5	4
Nursing (3)	0	0	0	0	1	7	0	0	0	0
Operating Room Nursing & Tech/LPN	0	0	0	0	0	0	0	0	1	14
Operating Room Nursing & Tech/RN	0	0	0	0	0	0	0	0	0	0

* **Health Information Services (1) and (2) had a name change from Health Record Technology (1) and (2).**

STUDENTS OF VISIBLE MINORITY (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Practical Nursing	1	2	1	2	4	8	1	2	3	2
Practical Nurse Re-entry	0	0	0	0	0	0	0	0	0	0
Psychiatric Nursing Re-entry	0	0	0	0	0	0	0	0	0	0
Technology										
Building Systems Operator	0	0	0	0	0	0	0	0	0	0
Building Systems Technician	2	5	1	3	3	10	2	8	1	4
Electronic Communications Tech	5	6	6	8	3	4	3	4	5	6

STUDENTS OF VISIBLE MINORITY (Woodland Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Business										
Business	0	0	1	2	1	2	0	0	0	0
Computer System Support	0	0	0	0	0	0	0	0	0	0
Entrepreneurship and Small Business			0	0	0	0	0	0	0	0
Office Education	0	0	0	0	1	1	0	0	3	3
Community Services										
Advanced Ceramics (2)	0	0	0	0	0	0	0	0	0	0
Barber Stylist	0	0	0	0	0	0	0	0	0	0
Chemical Dependency Worker (1)	0	0	0	0	0	0	0	0	0	0
Chemical Dependency Worker (2)	0	0	0	0	0	0	0	0	0	0
Ceramic Foundations	0	0	0	0	0	0	0	0	0	0
Ceramic Sculpture (2)	0	0	0	0	0	0	0	0	0	0
Cosmetologist: Pre-employment	0	0	0	0	0	0	0	0	0	0
Corrections Worker	0	0	0	0	0	0	1	1	0	0
Early Childhood Education (1)	0	0	0	0	0	0	0	0	1	5
Early Childhood Education (2)	0	0	0	0	0	0	0	0	0	0
Ecotourism	0	0	0	0	0	0	0	0	1	3
Institutional Cooking	0	0	0	0	0	0	0	0	0	0
Media Arts Production (1)*	1	6	0	0	0	0	1	6	0	0
Media Arts Production (2)*	0	0	0	0	0	0	0	0	0	0
Managing a Craft Business (2)	0	0	0	0	0	0	0	0	0	0
New Media Communications	0	0	0	0	1	4	1	5	0	0
Professional Cooking	0	0	0	0	0	0	0	0	0	0
Short Order Cooking	0	0	0	0	0	0	0	0	0	0
Health Sciences										
Home Care/Special Care Aide	0	0	0	0	0	0	0	0	0	0
Industrial Training										
Carpenter: Pre-employment	0	0	0	0	0	0	0	0	0	0
Outdoor Power Equipment	0	0	0	0	0	0	0	0	0	0
Truck & Transport Mechanical Repair	0	0	0	0	0	0	1	7	0	0
Welder: Pre-employment	0	0	0	0	0	0	0	0	0	0
Technology										
Electrician	0	0	0	0	0	0	1	2	1	3
Integrated Resource Management (1)	0	0	0	0	0	0	0	0	0	0
Integrated Resource Management (2)	0	0	0	0	0	0	0	0	0	0
Micro-Electronics Technician	0	0	0	0	0	0	0	0	0	0
Technology										
CAD/CAM Engineering Technology (1)	8	31	7	28	5	21	4	16	3	6
CAD/CAM Engineering Technology (2)	6	32	8	38	6	22	4	22	0	0

* **Media Arts Production (1) and (2) had a name change from Audio Visual I and II.**

WOMEN IN PREDOMINATELY MALE TRADES (Kelsey Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Industrial Electronics Technician	3	7	2	5	3	9	2	4	0	0
Industrial Electronics Technology (1)	0	0	1	5	0	0	1	4	0	0
Mechanical Engineering (1)	3	8	3	9	2	7	0	0	2	1
Mechanical Engineering (2)	1	3	3	9	2	7	2	8	0	0
Power Engineering (1)	1	3	1	3	2	11	2	11	1	2
Power Engineering (2)	0	0	0	0	0	0	2	12	0	1
Process Operator Technician	0	0	0	0	0	0	4	15	1	4
Community Services										
Institutional Meat Processing	0	0	0	0	0	0	1	11	0	0
Retail Meatcutting	3	9	5	17	8	30	5	19	1	5
Industrial										
Agricultural Machinery (1)	0	0	0	0	0	0	0	0	0	0
Agricultural Machinery (2)	0	0	0	0	0	0	0	0	0	0
Auto Body Technician	1	7	0	0	0	0	2	14	2	14
Automotive Service Technician	2	8	3	11	2	7	1	4	0	0
Automotive Service Technology	2	14	1	7	1	8	0	0	0	0
Heavy Equipment Mechanics	0	0	2	4	0	0	2	4	0	0
Industrial Mechanics	1	7	0	0	0	0	2	14	0	0
Machine Shop	0	0	0	0	2	9	2	8	1	4
Parts Management (1)	9	29	10	32	1	13	8	22	8	27
Parts Management (2)	0	0	0	0	11	33	0	0	0	0
Refrigeration and Air Conditioning	1	7	2	14	0	0	1	7	0	0
Welding	4	9	1	2	4	9	4	9	7	18

WOMEN IN PREDOMINATELY MALE TRADES (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Industrial										
Auto Body Technician	0	**0**	1	**4**	0	**0**	2	**8**	0	**0**
Automotive Service Technician	0	**0**	0	**0**	0	**0**	1	**4**	0	**0**
Carpentry	1	**7**	0	**0**	1	**8**	1	**7**	2	**14**
Welding	1	**4**	1	**4**	2	**8**	3	**12**	3	**13**
Technology										
Architectural & Building Tech. (1)	10	**29**	7	**50**	13	**42**	11	**37**	14	**44**
Architectural & Building Tech. (2)	8	**36**	8	**40**	10	**50**	8	**35**	7	**27**
Architectural & Building Tech. (3)	14	**64**	7	**36**	7	**35**	9	**50**	8	**40**
Civil Engineering Technology (1)	3	**16**	3	**16**	4	**17**	3	**14**	0	**0**
Civil Engineering Technology (2)	2	**9**	2	**14**	1	**9**	5	**23**	4	**22**
Civil Engineering Technology (3)	1	**5**	2	**10**	2	**17**	1	**10**	3	**20**
CAD and Drafting (1)	9	**31**	8	**28**	14	**44**	8	**32**	3	**11**
CAD and Drafting (2)	5	**24**	8	**40**	6	**30**	10	**37**	6	**29**
CAD and Drafting (3)	0	**0**	2	**13**	8	**50**	2	**14**	9	**41**

WOMEN IN PREDOMINATELY MALE TRADES (Palliser Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Computer Engineering (1)	0	0	1	3	3	9	3	10	2	6
Computer Engineering (2)	3	16	0	0	0	0	2	11	0	0
Computer Engineering (3)	1	9	3	18	0	0	0	0	2	15
Electrical Engineering (1)	2	8	3	13	1	4	3	12	1	6
Electrical Engineering (2)	2	10	1	7	2	9	1	6	1	5
Electrical Engineering (3)	1	6	2	11	1	11	1	10	1	7
Electrician	0	0	0	0	0	0	2	9	2	8
Electronics Service Technician (1)	0	0	0	0	14	58	0	0	0	0
Electronics Service Technician (2)	5	19	0	0	7	47	0	0	0	0
Environmental Engineering (1)	8	35	11	52	6	33	7	39	7	27
Environmental Engineering (2)	0	0	6	33	0	0	10	56	3	21
Environmental Engineering (3)	0	0	0	0	2	11	7	47	9	60
Instrumentation Engineering (1)	2	7	2	6	1	3	2	6	1	3
Instrumentation Engineering (2)	2	7	1	4	2	7	0	0	2	6
Instrumentation Engineering (3)	1	6	2	7	1	6	2	12	0	0
Water Resources Engineering (1)	2	12	3	23	6	40	2	15	3	20
Water Resources Engineering (2)	8	36	2	17	3	27	1	11	1	10
Water Resources Engineering (3)	1	11	7	37	2	17	3	33	1	3
Water and Wastewater					1	14	2	8	0	0

WOMEN IN PREDOMINATELY MALE TRADES (Wascana Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Agriculture and Business										
Agriculture Production	0	**0**	2	**11**	2	**17**	1	**9**	2	**18**
Beef Management	2	**22**	3	**38**	3	**43**	2	**22**	3	**20**
Farm Business Management	4	**40**	1	**10**	0	**0**	3	**50**	0	**0**
Farm Mechanics	0	**0**	0	**0**	0	**0**	0	**0**	0	**0**
Pork Production Technician (1)	0	**0**	1	**100**	0	**0**	0	**0**	21	**45**
Pork Production Technician (2)	0	**0**	0	**0**	0	**0**	0	**0**	10	**91**
Community Service										
New Media Communications	0	**0**	0	**0**	13	**46**	13	**41**	8	**22**
Industrial										
Auto Body Technician	5	**10**	8	**16**	3	**7**	1	**2**	0	**0**
Automotive Service Technician	5	**12**	5	**11**	5	**10**	5	**11**	5	**10**
Machine Shop	1	**2**	1	**2**	0	**0**	1	**3**	1	**3**
Major Appliance Repair	4	**16**	3	**14**	3	**12**	0	**0**	0	**0**
Outdoor Power Equipment	0	**0**	2	**6**	1	**4**	0	**0**	0	**0**
Welding	4	**7**	6	**10**	7	**12**	6	**11**	5	**9**
Science and Health										
Emergency Medical Technician	62	**36**	51	**44**	56	**44**	52	**41**	31	**42**
EMT Advanced	0	**0**	23	**53**	10	**27**	8	**31**	9	**32**
EMT Paramedic	5	**42**	8	**29**	3	**10**	6	**19**	7	**24**
Technology										
Building Systems Operator	0	**0**	0	**0**	0	**0**	0	**0**	1	**11**
Building Systems Technician	0	**0**	0	**0**	1	**3**	1	**4**	0	**0**
Drafting Technician	15	**36**	13	**43**	7	**44**	0	**0**	5	**6**
Electronic Comm. Technology	12	**14**	9	**12**	7	**10**	6	**8**	**0**	**0**

WOMEN IN PREDOMINATELY MALE TRADES (Woodland Campus)

Program	1996-1997	%	1997-1998	%	1998-1999	%	1999-2000	%	2000-2001	%
Community Service										
Corrections Worker	21	**47**	26	**49**	35	**59**	33	**49**	34	**51**
Media Arts Production (1)*	8	**44**	4	**18**	3	**17**	0	**0**	1	**10**
Media Arts Production (2)*	4	**33**	2	**50**	2	**29**	0	**0**	0	**0**
Industrial										
Carpenter Pre-employment	21	**47**	0	**0**	1	**5**	0	**0**	2	**14**
Heavy Equipment Mechanics										
Outdoor Power Equipment	0	**0**	2	**7**	2	**7**	1	**4**	1	**4**
Truck and Transport Mech. Repair	0	**0**	0	**0**	0	**0**	1	**7**	0	**0**
Welder	0	**0**	0	**0**	0	**0**	0	**0**	0	**0**
Welder Pre-employment	0	**0**	1	**4**	1	**5**	1	**4**	2	**8**
Technology										
Electrician	0	**0**	1	**3**	3	**7**	2	**4**	0	**0**
Electronics Service Technician	0	**0**	3	**23**	0	**0**	0	**0**	0	**0**
Integrated Resource Management (1)	0	**0**	8	**21**	4	**24**	2	**20**	13	**35**
Integrated Resource Management (2)	0	**0**	6	**27**	13	**35**	17	**35**	0	**0**
Integrated Resource Management (3)	0	**0**	0	**0**	4	**11**	0	**0**	0	**0**
Micro-Electronics Technician	0	**0**	9	**20**	1	**14**	4	**13**	4	**11**

* **Media Arts Production (1) and (2) had0 a name change from Audio Visual I and II.**

APPENDIX D

SIAST POLICIES

SIAST Education Equity Policy #502

Accommodations Provided for Persons with Disabilities to Meet Certification Requirements Policy #506

APPENDIX D_1

Definition of Disability, Saskatchewan Human Rights Code, section 2(d.1).

DISABILITY means:

(i) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes:

(A) epilepsy.
(B) any degree of paralysis.
(C) amputation.
(D) lack of physical coordination.
(E) blindness or visual impairment.
(F) deafness or hearing impairment.
(G) muteness or speech impediment.
(H) physical reliance on a guide dog, wheelchair or other remedial appliance or device.

OR

(ii) any of:

(A) a condition of mental retardation or impairment.
(B) a learning disability or dysfunction in one or more of the processes involved in the comprehension or use of symbols and/or spoken language.
(C) a mental disorder.

LEARNING DISABILITY means:

(i) a neurological dysfunction which interferes with information processing. It affects the way information is taken in, retained and/or expressed. Individuals experience difficulty in listening, reading, writing, spelling, reasoning and/or mathematical abilities to such an extent that conventional instruction methods are not always successful.

MENTAL DISORDER means:

(i) a disorder of thought, perception, feelings or behaviour that impairs a person's:

(A) judgment.
(B) capacity to recognize reality.
(C) ability to associate with others.
(D) ability to meet the ordinary demands of life.

Approved by the SIAST Board of Directors on November 28, 1997.

2. SIAST will support this policy by providing training in its application and by ensuring that SIAST publications include descriptions of the Education Equity Program.

3. a. For students who self-identify prior to the start of the program:

   Pre-admission consultation is the first step. This consultation must occur between the applicant, Education Equity staff, program faculty and if necessary, external resource people such as assessment specialists and others. The presence of a disability is always verified by experts qualified to make such determinations.

   b. For students who self-identify after they begin their program, or for those who are referred by faculty and staff for assessment:

   Again, consultation is the vital step which begins the process of self-identification, assessment and the provision of accommodations. Faculty and staff are usually more involved in this consultation, since they often identify problems the student is having before the student does.

4. SIAST staff and the student will identify obstacles to course completion. Some of these might be standard testing methods, difficulty in participating in class in the usual ways, and the inability to submit standard course assignments. Learning objectives inherent in course outcomes should not be diminished so as to maintain the value of SIAST certificates and diplomas for all students.

5. The consultation will identify barriers which exist because the disability limits full participation in the usual learning environment. A plan will be set in place to allow improved opportunity for success. This plan will include accommodations which directly help the student and those which will help faculty and staff provide what the student needs to more fully participate in the learning process.

6. The goal of consultation is to move toward consensus on the provision of accommodations. After consultation, SIAST will make the final decision on the accommodations to be provided.

7. With the provision of accommodations, the student should then be able to achieve the same standard of quality and proficiency as all other students.

8. Specific programs may be designed for groups of persons with disabilities.

9. Certification:

   - Transcripts of marks[1], certificates and diplomas will be awarded without monitoring the accommodations provided.
   - For in-class assistance and alternate evaluation methods; the student receives a transcript of marks and a certificate or diploma.
   - For students who cannot meet all program requirements; the student receives a transcript of marks.

[1]Transcripts of marks lists all courses enrolled and gives a final grade standing.

Undue Hardship

Undue hardship is an intolerable financial cost, or disruption to the entire organization, considering the following: financial stability and profitability; value of amenities, structure and premises compared to the cost of providing accessibility; the essence or purpose of the business, employees, customers and clients. Undue hardship is not an inconvenience, is not a customer's or student's preference to be serviced by particular person, is not a temporary interruption to daily business or classroom activities; and is not the cost or business inconvenience of providing facilities for people with disabilities that must be provided by law for people of both sexes.

For clarity, the definition for disability is that of the Saskatchewan Human Rights Code. The definition is attached as Appendix D_1.

POLICY

SIAST will foster a variety of strategies to assist students with disabilities to meet certification requirements. These strategies will maintain program and certificate quality and support individual student integrity.

Underlying Principles

1. A SIAST certificate and diploma holds the same inherent value for all graduates.

2. Students with disabilities must be accommodated within the usual learning environment.

3. Consultation is necessary to ensure that the student's needs are met, and that program integrity is maintained.

GUIDELINES

The final responsibility for meeting course and program requirements is that of the applicant/student. It is incumbent on the applicant to contact SIAST at the earliest possible opportunity to make provisions for accommodations in their prospective program.

There must be consideration of the provision of accommodations on the person's ability to participate in the workplace. Sometimes, the student may require more accommodations in training than will be necessary or available in the workplace. It is important to help students prepare to meet their own needs in the future without the present accommodations being provided. SIAST makes every effort to encourage students to become autonomous learners and self advocates.

SIAST will assist in the following ways to promote student success:

1. Applicants with disabilities will have access to all SIAST programs whether full or part-time, on or off campus. Seat reservations will continue to be provided under the SIAST Education Equity Policy #502.

SIAST ACCOMMODATIONS PROVIDED FOR PERSONS WITH DISABILITIES TO MEET CERTIFICATION REQUIREMENTS POLICY #506

PREAMBLE

The goal of the SIAST Education Equity Program is to assure the participation of designated students at the levels they exist in the adult population of Saskatchewan. The program takes measures to identify, eliminate, or reduce systemic practices which may have the effect of creating discriminatory barriers for members of the designated groups; and provides special measures which will increase opportunities and support for designated student groups.

As noted in the SIAST Education Equity Policy, designated groups at the present time include: persons of Aboriginal ancestry, persons with disabilities, women in predominately male trades and members of visible minorities.

Sometimes persons with disabilities cannot meet all course and program requirements in the usual way. In most instances, if given the opportunity to demonstrate learning in alternative ways, most students then meet those requirements. In rarer instances, some students will not be able to complete the entire program.

Accommodating students with disabilities develops organizational awareness, learning and understanding, enables students to pursue their studies more effectively, strengthens the learning environment for all students and fosters partnership and collaboration with the community. Providing accommodations helps to foster this notion as the student makes the transition from a learning environment to the work place.

The policy balances the provision of accommodations for individual students with the maintenance of program standards. It describes how accommodations are to be provided. It ensures that they are provided in a timely fashion. The policy fosters consultation and requires that accommodations be provided which maintain student quality.

DEFINITIONS

The policy describes how SIAST will provide reasonable accommodations up to the point of undue hardship. The definitions below are used with the permission of the Saskatchewan Human Rights Commission and are provided for clarity.

Reasonable Accommodation

Reasonable accommodation means adjusting jobs, course content or classrooms without changing essential job or educational requirements. It means changing a policy, procedure, or physical environment that negatively affects someone because of the existence of his/her disability. Such accommodations must be provided in a way that most respects the dignity of persons with disabilities, unless extraordinary circumstances or undue hardships can be shown.

6. SIAST should consult with the Human Rights Commission in finalizing its annual plan.

7. SIAST should remain committed to research and development in the application of organizational strategies and androgogical techniques that will assist in achieving the goals of this Policy.

8. Campuses should participate on a SIAST-wide committee to ensure that SIAST has a coordinated approach to Education Equity.

   8.1 A major role of the SIAST Education Equity Committee (SEEC) shall be annually recommending a set of broad goals for consideration and approval of the President's Advisory Council (PAC).

   8.2 A major role for all campuses should be to provide relevant input to SEEC in recommending annual goals for SIAST, and in developing SEEC projects.

   8.3 A major role of SEEC should be to ensure that SIAST-wide projects called for within the broad annual goals are carried out; for example: research, compilation of special reports, and preparation of the Annual Report to the Saskatchewan Human Rights Commission.

9. The campuses should cooperate to ensure that SIAST has a unified strategy for facilitating access and success by targeted groups of students.

10. The campuses should work together to ensure that SIAST as a whole can remain accountable to internal and external stakeholders.

11. Each campus should be accountable to the President for developing and providing effective programs and services within the broad education equity goals approved annually by the Senior Management Council (SMC).

12. Availability of special funding for education equity must not displace existing, base-funded accommodation of education equity at the campuses or in the SIAST Administrative Office.

13. SIAST should ensure that the Education Equity Program, as well as any guidelines for applying for special funding are well publicized to students, prospective students, and staff.

PROCEDURES

Administrative procedures have been developed to govern the implementation of this policy.

Approved by SIAST Board of Directors on May 19, 1994.

SIAST EDUCATION EQUITY POLICY #502

PREAMBLE

The SIAST Education Equity Committee (SEEC) has drafted the following policy to ensure coordination and consistency among Campuses within the framework of a devolved system. The policy is a result of numerous consultations within the SEEC. It is a reflection of consensus among the committee members.

SMT endorsed this policy on April 12, 1994.

POLICY

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

Targeted equity groups at the present time include: (a) persons of Aboriginal ancestry; (b) persons with disabilities; (c) women in predominately male trades; and (d) members of visible minorities.

GUIDELINES

1. SIAST should identify and remedy discriminatory practices with respect to students and prospective students, and in particular, those who are members of groups designated for education equity.

2. SIAST should provide a diverse range of services and activities that promote the participation and the success of designated groups of students, and which counteract discriminatory practices.

3. These services and activities may vary from institute-to-institute- as appropriate depending on student's needs, staff needs, the nature of programs and services, and the particular culture of an institute.

4. SIAST should develop strategies for identifying and breaking down systemic barriers to access and to success on the part of designated groups of education equity students.

5. SIAST should maintain an education equity agreement with the Saskatchewan Human Rights Commission to facilitate constructive scrutiny by an external agency and to assist in promoting SIAST as an institution dedicated to education equity for students and prospective students.